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Abstract

These volumes comprise (1) Books VII and VIII in the Curriculum Improvement Programs in English Language Skills for Schools of the Trust Territory of the Pacific Islands materials; and (2) accompanying Student Booklets introducing reading and writing exercises for each lesson. See related documents AL 002 134 for a description of the Program, AL 002 135-7 for Books I-VI, AL 002 141-3 for picture books for the first six volumes, and AL 002 144 for picture books to accompany these four volumes. (AMM)

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ENGLISH

BOOK VII

AL 002 138

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Curriculum Research Contract
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ENGLISH

Book VII

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book VII)

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions--anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc., are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The Procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song it you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands.

The teacher should first demonstrate the activity while the students watch. The second time they children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller and smaller groups until you get down to individual responses.

Reading and Writing Exercises: In Books VII and VIII there are reading and writing exercises included in each lesson. These exercises are for the purpose of reinforcing the oral structures. They are not designed as complete reading and writing programs in themselves.

There are student booklets for these exercises. Do the oral lesson first and then pass out the booklets to do the reading and writing parts.

We suggest that writing booklets be made for each child. Simply cut 8 x 10 lined paper into half and provide as many pages as there are per booklet. This way you will have all the students' papers from models 1-50 for each book.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1. Indication of the structure(s) to be tested.
2. List of items needed to give the test, such as certain visual-aids.

3. Instructions as to how to give the test, usually including examples for the teacher and/or the students.
4. Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWER.

For example:

1. If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2. If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
   1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3. If the total number of possible correct answers is divided into the number of actual correct answers, it is:
   $$\frac{10\text{ (actual)}}{20\text{ (possible)}} \equiv .50 \text{ or } 50\%$$

4. Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1. If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2. If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of

students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3. Here are the scores (actual correct answers) of the 20 children:
   5 8 5 5 9 10 10 4 0 0
   3 5 7 8 9 1 7 3 3 8

   Adding these scores together, the total count of actual correct answers is 110.

4. Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5. Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. If would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books, the tests have been written to be presented aurally and responded to orally. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally to be answered on paper. These latter tests, being written rather than oral, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK SEVEN, Unit I

Listening Comprehension Narrative

It was the first day of school. All the children were happy to be back. They were eager to begin their lessons. When the bell rang, they went to their classrooms.

The teacher was waiting for them. The teacher's name was Emiko. "Good morning, boys and girls. How are you?" the teacher asked.

"Good morning,Emiko. We're fine, thank you."

Emiko had two children with her. She said, "Class, this is Timmy and this is Terry. They're from Mokil. They're new in Kolonia. They're both eight years old. They're both in the third grade."

"They look alike," John said.

"Yes," Emiko said. "They're twins."

"We can't tell them apart," said Elena.

"Give us seats that are far apart," Timmy and Terry said.

"Okay," said Emiko. "Where shall we let Timmy sit?"

"Let's give him the seat by the door," the class said.

"Where shall we let Terry sit?"

"Give him the seat near the window," Maurin said.

So Timmy sat by the door and Terry sat by the window.

Structures previously taught:	They're from Mokil. Good morning. How are you? I'm fine, thank you.
New for production:	Pronouns in the objective case used as indirect objects.
New for recognition:	Expressions of place happy to, eager to

Suggested Comprehension Questions:

1. Were the children happy to be back in school?
2. When did they go to their classroom?
3. What was the teacher's name?
4. How did the teacher greet them?
5. What grade were the children in?
6. Where were Timmy and Terry from?
7. Did they look alike?
8. Why did they let Timmy and Terry sit far apart?
9. Could the children tell the twins apart?
10. Where did Timmy sit?
11. Where did Terry sit?

BOOK SEVEN, Unit I

Lesson 1

A. Aim of Lesson: Review: Good morning. How are you? I'm fine, thank you. I'm in the third grade. I'm eight years old. I'm from Kolonia.

B. Visual Aids: Pictures for narrative, puppet of Dakio.

C. Procedure:

1. Song: "Good Morning"
   Good morning, good morning,
   Good morning, how are you?
   Good morning, good morning,
   I'm fine, thank you.

2. Present listening comprehension narrative and ask comprehension questions.

3. Chain Drill:
   Teacher: Good morning, John. How are you?
   John : I'm fine, thank you.
   Good morning, Siter. How are you?
   Siter : I'm fine, thank you. Good morning, Frank.
   How are you?
   etc.

4. Narrative:
   This is Timmy and this is Terry. They're from Mokil. They're both eight years old. They're both in the third grade.
   a. Where are Terry and Timmy from?
   b. How old is Terry? How old is Timmy?
   c. Are they both in the third grade?

5. Pattern Practice:
   a. Have students repeat narrative (#4) line by line after teacher's model.
   b. Model with puppet: I'm Dakio.
   I'm from Kolonia.
   I'm eight years old.
   I'm in the third grade.
   Repeat with puppet a few times. Then have several students substitute their own name, village, and age.

6. Reading:
   Timmy and Terry are from Mokil. Timmy is eight years old. Terry is eight years old, too. They're both eight years old.

7. Writing: Copy the reading selection.

BOOK SEVEN, Unit I

Lesson 2

A. Aim of Lesson: Review: I'm from Kolonia. I'm eight years old. I'm in the third grade.
Teach : Give us seats... We'll give you some seats...

B. Visual Aids: Pictures for narrative; pictures or realia for Pattern Practice.

C. Procedure:

1. Song: "Will You Tell Us Where You're Living?" (To the tune of "The More We Get Together")

Will you tell us where you're living,
You're living, you're living?
Will you tell us where you're living
On Ponape?
In Kolonia, in Sekere, in Porakied,
In Dewenieu (Repeat as many times as necessary; have each child sing in where he lives.)
And that is where we're living,
On Ponape.

2. Review:

a. Ask various children:
How old are you?
What grade are you in?
Where are you from?

b. Directed questions:
Teacher: John, ask Dakio where he's from.
John : Where are you from, Dakio?
Dakio : I'm from Porakied.
etc.

3. Narrative and Dialog:

Terry and Timmy were twins. The other children couldn't tell which was Terry and which was Timmy. Emiko got them mixed up, too.

Timmy: Give us seats that are far apart.

Terry: Yes. Don't give us seats close together.

Emiko: Alright. We'll give you seats that are far apart.

a. Were Terry and Timmy twins?
b. Did they look alike?
c. Did Emiko know which was Timmy and which was Terry?
d. Did the boys want seats close together?

Lesson 2

4. Teach the dialog.

5. Pattern Practice: (Cue with pictures or realia.)

    a. Give us seats that are far apart.
    near the door
    near the window
    in the front of the room
    by the teacher
    etc.

    b. We'll give you seats that are far apart.
    near the door
    by the pencil sharpener
    etc.

6. Reading:

    Timmy and Terry are twins. Timmy is in the third grade. Terry is in the third grade, too. They are both in the third grade.

7. Writing:

    Erase the underlined sentence. Have children copy the first three sentences and then write in the last sentence by themselves.

BOOK SEVEN, Unit I

Lesson 3

A. Aim of Lesson: Review: us, you as indirect objects
Teach : him, her as indirect objects

B. Visual Aids: Pictures for narrative.
Pictures or realia for Pattern Practice.

C. Procedure:

1. Sing: "Will You Tell Us Where You're Living?"

2. Present listening comprehension narrative and ask comprehension questions.

3. Review: Address cue to various individuals.

a.

Class	Student
We're hungry.	Give us some rice.
We're thirsty.	Give us some coke.
We're hungry.	Give us some bananas.

etc.

b.

We want to draw.	I'll give you some pencils.
We want to write.	I'll give you some paper.
We want to color.	I'll give you some crayons.

etc.

4. Narrative and Dialog:

Emiko thought it was a good idea to give Timmy and Terry seats that were far apart.

Emiko: Where shall we let Timmy sit?

Class: Let's give him the seat by the door.

Emiko: Where shall we let Terry sit?

Class: Give him the seat near the window.

a. Did Emiko want to give Timmy and Terry seats that were close together?
b. Where did they let Timmy sit?
c. Where did they let Terry sit?

5. Teach the dialog.

Lesson 3

6. Pattern Practice: (Cue with pictures or realia.)

   a. Give him the seat near the window.
      door
      closet
      chalkboard
      teacher's desk
      bulletin board

   b. Let's change Timmy and Terry to Maria and Marietta.
      We cannot say "Give him the seat," but

      Give her the seat near the window.
      door
      etc.

7. Reading:

   Timmy and Terry are twins. They're from Mokil. They're both eight years old. They're both in the third grade.

8. Writing:

   Erase the underlined words. Have children copy the selection and fill in the blanks.

BOOK SEVEN, Unit I

Lesson 4

A. Aim of Lesson: Review: him, her
Teach : me, them

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "Good Morning"

2. Present listening comprehension narrative and ask comprehension questions.

3. Review:

   a. (Cue by pointing to a student.)

      Give him (pointing to Astaro) an apple.
      Give her (pointing to Marda) an apple.
      etc.

   b. Teacher

Give mother a necklace.	Give her a necklace.
Give Ehas a pencil.	Give him a pencil.
Give Anita an orange.	Give her an orange.
Give the policeman a ride.	Give him a ride.
Give the doctor your arm.	Give him your arm.

etc.

4. Narrative and Dialog:

When John went home from school, he told his mother about Timmy and Terry. He told her how Emiko and the class got them mixed up.

John : We gave them seats that are far apart.

Mother: Where does Terry sit?

John : Near the window. And Timmy sits near the door.

Mother: Where do you sit?

John : They gave me the seat next to Terry.

a. Who did John tell about Terry and Timmy?
b. Did Emiko and the class get them mixed up?
c. Where does Terry sit?
d. Where does Timmy sit?
e. Where does John sit?

Lesson 4

5. Pattern Practice:

a. We gave them seats that are far apart.
some rice to eat
some water to drink
some taro to eat
some coke to drink
some milk to drink
etc.

b. They gave me the seat next to Terry.
near the door
near the teacher
near the chalkboard
near the closet
etc.

6. Reading:

John is from Net. He is eight years old. He is in the third grade.

Peter is from Net, too. He is nine years old, He is in the third grade, too.

Both John and Peter are from Net. They are both in the third grade.

7. Writing:

Erase the underlined words. Have students copy the passage and fill in the blanks.

BOOK SEVEN, Unit I

Lesson 5

A. Aim of Lesson: To review structures taught in this Unit.

B. Visual Aids: Pictures for narrative; pictures or realia for Pattern Practice b, (handbag, dress, knife, comb, ball, book, pen, shirt)

C. Procedure:

1. Sing: "Will You Tell Us Where You're Living?"

2. Present listening comprehension narrative and ask comprehension questions. See if any of the students can tell the story.

3. Pattern Practice:

   a.

Teacher	Students
Anita want to color.	We'll give her the crayons.
Tony wants to draw.	We'll give him a pencil.
The 4th graders want to play baseball.	We'll give them the bat and ball.
I want to sweep the floor.	We'll give you the broom.
Mr. Gleason wants to cut the grass.	We'll give him the machete.
Mrs. Boozer wants to read.	We'll give her the book.
Marty wants to paint the doors. etc.	We'll give him the brush.

   b. (Display pictures of possible gift items.)

   A: Anita's having a birthday. What will you give her?
   B: I'll give her a comb.
   John's having a birthday. What will you give him?
   C: I'll give him a knife.
   Emiko's having a birthday. What will you give her?
   D: I'll give her a dress.
   etc.

4. Review dialogs from Lessons 2, 3 and 4.

5. Reading:

I'm Anita.	This is my friend Marda.
I am eight years old.	She is eight years old, too.
I am in the third grade.	She is in the third grade.
I am from Kepinle.	She is from Sekere.

Anita and Marda are both eight years old.
They are both in the third grade.

6. Writing: Erase underlined words. Have children copy passage and fill in the blanks.

ACHIEVEMENT TEST: BOOK SEVEN, Unit I

Test A

Structure to be tested: Pronouns used as direct object.

Items required:
1) Pencil, and paper numbered 1-10 for each pupil.
2) Write test items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that they are to read the sentences on the board to themselves. Then they are to re-write the sentences, changing the words in parentheses to the pronoun equivalents.

Do these examples on the board orally:

Examples:
1. Give (John) the ball.
   Answer: Give him the ball.
2. Ask (the teacher) the question.
   Answer: Ask him (her) the question.

Test-items:

1.	Tell (I) a story.	me
2.	Write (Marda) a letter.	her
3.	The boy gave (John) the ball.	him
4.	The clerk sold (you and I) the toys.	us
5.	Give (John and Marda) the papers.	them
6.	My mother gave (I) the candy.	me
7.	I threw (John) the ball.	him
8.	Our friend sent (Marda and I) the present.	us
9.	Teach (Marda and John) a song.	them
10.	Sew (Marda) a beautiful dress.	her

Scoring:

Each student can receive 10 possible points.

ACHIEVEMENT TEST: BOOK SEVEN, Unit I

Test B

Structure to be tested: /t/ and /θ/

Items required: Pencil and paper numbered 1-10 for each pupil.

Instructions:

Draw a "tree" and a "3" on the board, and label them "1" and "2", respectively.

Tell the students that you are going to say some words. Some of the words will have the /t/-sound, as in "tree", and some will have the /θ/-sound, as in "three". They are to write down a "1" if the word has the /t/-sound, or write down "2" if the word has the /θ/-sound.

Tell them that the sound may be at the beginning or end of the word. Do the following four examples first:

Examples:

tank	1
thank	2
heart	1
hearth	2

Test-items:

1.	theme	2
2.	cloth	2
3.	tick	1
4.	thick	2
5.	clot	1
6.	thin	2
7.	bath	2
8.	boat	1
9.	team	1
10.	booth	2

Scoring:

Each student can receive 10 possible points.

BOOK SEVEN, Unit II

Listening Comprehension Narrative

The United Nations Commission was coming to Ponape. There was going to be a parade. The third grade class was going to march in the parade.

Emiko told them, "Today we will make a big poster and some headbands. Everyone will make his own headband. Marietta and John will make the big poster."

"May we use the paints?" asked John.

"Yes. Get them out of the closet. They're in a big box," Emiko said.

"I don't see them," John said, looking in the closet.

"They're in the big box in the closet," Emiko repeated.

"Oh, I see them," said John.

"We need the brushes, too. Where are they?" Marietta asked.

"They're in the closet, too. They're in a box."

"Get the brushes out of the closet, too, John," Marietta said.

"Where are they?" John asked.

"They're in a box in the closet."

"I can't find them," John said.

"They're in the small blue box," said Emiko.

"Okay. I've got them. Now let's start," John said.

They made a big sign that read "Welcome to the UN Commission, from Grade 3, Kolonia School."

Structures previously taught: There was ...
May in asking permission

New for production: Get it out of the closet.
We need the brushes, too.
They're in the big box. The box is in the closet.
They're in the big box in the closet.
They're in a box. They're in a small blue box.

New for recognition: They made a big sign.
The UN Commission was coming to Ponape.

Suggested Comprehension Questions:

1. Was the High Commissioner coming to Ponape?
2. Who was coming to Ponape?
3. Were the third graders going to march in the parade?
4. What was the teacher's name?
5. What were all the children going to make?
6. Who was going to make the big poster?
7. Where were the paints?
8. Were the brushes in a big box?
9. Who got the paints and brushes from the closet?
10. What did the sign say?

BOOK SEVEN, Unit II

Lesson 1

A. Aim of Lesson: Review: May we use the paints?
Please put them back.
Teach : Get them out of the closet.

B. Visual Aids: Pictures for narrative; action pictures and object pictures or realia for Pattern Practice; animal pictures for Reading and Writing, flash cards and pocket chart.

C. Procedure:

1. Song: "Hello, Hello, Hello"

   Hello, Hello, Hello,
   Hello, how do you do?
   I'm glad to be with you
   And you and you and you.
   Tra-la-la, la-la-la-la-la
   Tra-la-la, la-la-la-la-la. //

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:
   Marietta and John were going to make the big poster. They wanted to use the paints.

   John : May we use the paints?

   Emiko: Yes. Get them out of the closet.

   Please put them back when you're finished.

   John : We will. Thank you.

   a. What did John and Marietta want to use?
   b. How did John ask to use the paints?
   c. Where were the paints?
   d. What did Emiko say to do when they were finished with the paints?

4. Teach the dialog.

BOOK SEVEN, Unit II

Lesson 1

5. Pattern Practice: Substitution drills, cue with pictures.

   a. May we use the paints?
      wash our clothes
      go to the store
      wash our hands
      drink some water
      sweep the floor
      go fishing
      etc.

   b. Get them out of the closet.
      the paper
      the pencils
      the paints
      the crayons
      the books
      etc.

6. Reading:

   a. Have pictures of a pig, a cat, a dog, a hen and a carabao. Holding up pictures one by one, say "This is a ________."

   b. Place pictures in a pocket chart. Place flash cards with the words pig, cat, dog, hen, and carabao next to the pictures of the animals.

   c. Have children read the words after the teacher.

   d. Pass out pictures and flash cards to various pupils. Say, "Please bring me the picture of a hen." Then ask for the word hen. Place them back in the pocket chart.

7. Writing:

   Ask children to write on their papers the words in the order that you say them. They may look at the chart for spelling of words.

   a. dog
   b. hen
   c. carabao
   d. cat
   e. pig

BOOK SEVEN, Unit II

Lesson 2

A. Aim of Lesson: Review: out of
Teach : We need the brushes.

B. Visual Aids: Pictures for narrative and pronunciation lesson; pictures of objects or realia for Pattern Practice; flash cards and pocket chart; pictures of animals for reading and writing.

C. Procedure:

1. Sing: "Sit Down"

   Sit down, sit down
   You're rocking the boat. ////

2. Pronunciation Lesson: /t/-/θ/.

1	2
tree	three
boot	booth
tent	tenth

   a. Using pictures of above words, present words in column 1. Then present words in column 2. Then say the words in contrast.

   b. Place pictures on chalk tray. Call on various students to get different pictures. Say, "Maria, please get the picture of the tree," or "Please put the boot on the table," etc.

   c. Say the words in column 1 and have children repeat. Say the words in column 2 and have the children repeat. Say the words in minimal pairs and have children repeat.

3. Present listening comprehension narrative and ask comprehension questions.

4. Narrative and dialog:

   John went to get the paints out of the closet. Marietta was looking for the brushes.

   Marietta: We need the brushes, too. Where are they?

   Emiko : They're in a jar in the closet.

   Marietta: Get the brushes out of the closet, too, John.

Lesson 2

- a. Where did John go to get the paints?
- b. What was Marietta looking for?
- c. Where were the brushes?
- d. Were they in a big box?

5. Teach the dialog.

6. Pattern Practice: Cue with pictures or objects.

We need the brushes.
pencils
crayons
etc.

7. Reading:

- a. Have pictures of animals in the pocket chart. Have the sentences, "This is a pig." on the same line with the picture. Read the sentences to the children. Have them repeat after you the second time.

- b. Have various children go to the board and frame various words:

This
a
is
pig

This is
carabao
a dog
cat

This is a
hen
a cat
dog

- c. Call individuals to read the various sentences.

8. Writing:

Have students copy the sentences.

BOOK SEVEN, Unit II

Lesson 3

A. Aim of Lesson: Teach: Embedding of one sentence into another.
It's in the big box. The box is in the closet.
It's in the big box in the closet.

B. Visual Aids: Pictures for narrative; realia for song; pictures of animals for Reading and Writing; flash cards and pocket chart for Reading and Writing.

C. Procedure:

1. Sing: "What's This?" (Show book and pen.)

   What's this, what's this, what's this?
   It's a book, it's a book, it's a book.
   What's that, what's that, what's that?
   It's a pen, it's a pen, it's a pen.

2. Present listening comprehension narrative and ask comprehension questions.

3. Pronunciation Practice: (Use pictures.)

   a. Repeat Step a from yesterday's pronunciation lesson.

   b. Command individual students to place the pictures in, on or under other objects. "Jonathan, put the tree on my desk," etc.

   c. Have students ask and answer: "Where's the tree?" "It's on the teacher's desk," etc.

4. Narrative and dialog:

   John couldn't find the paints. He said, "I don't see them."

   Emiko: They're in the closet.

   John : I don't see them.

   Emiko: They're in the big box.

   John : What did you say?

   Emiko: They're in the big box in the closet.

   John : Here they are!

Lesson 3

a. Where were the paints?
b. Were they in a big box?
c. Did John find the paints?

5. Teach the dialog.

6. Pattern Practice:

They're in the big box. They're in the closet.	They're in the big box in the closet.
It's in my handbag. My handbag is at home.	It's in my handbag at home.
It's on the table. The table is in the kitchen.	It's on the table in the kitchen.
It's next to the radio. The radio is on the table.	It's next to the radio on the table.
They're in the basket. The basket is on the chair.	They're in the basket on the chair.
It's in the book. The book is on the shelf.	It's in the book on the shelf.
It's under the umbrella. The umbrella is on the desk.	It's under the umbrella on the desk.

7. Reading:

a. Using same pictures, change This is to It is in all of the sentences.

b. Repeat Step b from yesterday's reading. Substitute It is for This is.

8. Writing:

Have children copy all the sentences beginning each with It is.

BOOK SEVEN, Unit II

Lesson 4

A. Aim of Lesson: Teach: Contrast between a and the

B. Visual Aids: Pictures for narrative; pictures of animals for Reading and Writing; flash cards and pocket chart for Reading and Writing.

C. Procedure:

1. Pronunciation Practice: /t/-/θ/
   Teacher models and students listen. Then teacher models and students repeat.

   There were three trees near the booth.
   The boot was in the tenth tent.
   The booth was under the tenth tree.

2. Present listening comprehension narrative and ask comprehension questions.

3. Sing: "Hello, Hello, Hello"

4. Narrative and dialog:
   Marietta said, "We need the brushes, too." Emiko said, "Get them out of the closet." But John didn't see the brushes.

   Emiko: They're in a box in the closet.

   John : I don't see them.

   Emiko: They're in the small blue box.

   John : Okay. I've got them.

   a. Were the brushes in a big box?
   b. Was the box red?
   c. Did John find the brushes?

5. Teach the dialog.

6. Pattern Practice:

It's in a box. small blue	It's in a box. It's in the small blue box.
It's a green house. under a mango tree	It's a green house. It's the green house under the mango tree.

BOOK SEVEN, Unit II

Lesson 4

It's in a book. the big red	It's in a book. It's in the big red book.
It's in a car. the red	It's in a car. It's in the red car.
Siter is a girl. in the blue dress	Siter is a girl. Siter is the girl in the blue dress.
Elias is a boy. in the green shirt	Elias is a boy. Elias is the boy in the green shirt.
It's on a table. in the kitchen	It's on a table. It's on the table in the kitchen.
Put it under a chair. in the corner	Put it under a chair. Put it under the chair in the corner.

7. Reading:

   a. Introduce big and small. Have pictures of a big pig and a small pig; a big dog and a small dog; a big cat and a small cat.

   b. Show flash cards of big and small. Place the words big dog and small dog under the picture of the appropriate animals on chart.
   Have children put the pictures of a big cat and a small cat in the pocket chart. Let them place the words small cat and big cat under the pictures. Do the same with the pigs.

   c. Have written on the board the following sentences:

This is a pig. It is a big pig.	This is a pig. It is a small pig.

   d. Have flash cards on a table. Ask individuals to make the above sentences on the pocket chart. Do the same for the other animals.

8. Writing:

   Have children copy the sentences from the pocket chart. Have them draw appropriate pictures for the words.

This is a pig. It is a big pig.	This is a pig. It is a small pig.

BOOK SEVEN, Unit II

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids: Pictures for narrative.
Pictures of animals for Reading and Writing.

C. Procedure:

1. Sing: "Sit Down"
2. Pronunciation Practice: Practice sentences from Lesson 4.
3. Present listening comprehension narrative and ask comprehension questions.
4. Repeat dialogs from Lessons 1 through 4.
5. Have children act out the narrative.
6. Reading:
    a. Practice reading sentences from yesterday's lesson.

    b. Have children frame:

big
small
dog
cat
pig

big pig
small cat
It is a
This is
This

is
It is
small dog
big cat
a big cat

7. Writing:

This is a pig.
It is small.
It is black.

ACHIEVEMENT TEST: BOOK SEVEN, Unit II

Test A

Structure to be tested: /i/ and /iy/

Items required: Pencil and paper numbered 1-10 for each pupil.

Instructions:

Tell the students that you are going to say some pairs of words. If the two words sound the same, they are to mark "S", if the two words sound different, they are to mark "D". Do examples orally first.

Examples:

fit - feet	D
fit - fit	S

Test-items:

1.	ship - sheep	D
2.	rich - rich	S
3.	wheel - wheel	S
4.	reach - rich	D
5.	peat - peat	S
6.	hid - hid	S
7.	heed - heed	S
8.	wheel - will	D
9.	did - deed	D
10.	deed - deed	S

Scoring:

Each student can receive 10 possible points.

ACHIEVEMENT TEST: BOOK SEVEN, Unit II

Test B

Structure to be tested: quality/color adjectival order

Items required:
1) Pencil and paper numbered 1-10 for each pupil.
2) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them some scrambled sentences. They are to re-write the sentences, putting the words in the correct order.

Examples:

shell it's little yellow a

Answer: It's a little yellow shell.

Test-items:

1. a big brown dog it's (It's a big brown dog.)
2. the ball blue small here's (Here's the small blue ball.)
3. chicken yellow the small there's (There's the small yellow chicken.)
4. that's small red hen a (That's a small red hen.)
5. black big a that's carabao (That's a big black carabao.)
6. a green it's car big (It's a big green car.)
7. it's little cat the white (It's the little white cat.)
8. here's yellow truck the big (Here's the big yellow truck.)
9. book small a there's blue (There's a small blue book.)
10. toy red big the here's (Here's the big red toy.)

Scoring:

Each student can receive 10 possible points.

ACHIEVEMENT TEST: BOOK SEVEN, Unit II

Test C

Structure to be tested: may (polite form)
direct address; "too"; "out of"

Items required:
1) Paper and pencil for each student.
2) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to read a dialogue to them twice. Then you are going to show it to them written down but with some words missing. They are to re-copy the paragraph and fill in the missing words.

Dialogue:

John : May I have some taro, Mother?
Mother: Get it out of the big pot.
John : May I have some rice, too?
Mother: Get it out of the cupboard.

Test-item paragraph:

John : ________ I have some taro, ________?

Mother: Get it ________ ________ the big pot.

John : ________ I have some rice, ________?

Mother: Get it ________ ________ the cupboard.

Scoring:

There are 6 possible points for each student. Do not count off for spelling if it is intelligible what they meant to say.

BOOK SEVEN, Unit III

Listening Comprehension Narrative

On Monday morning Emiko taught the class a new song. It went like this:

Are you present?
Are you present?
Yes, I am.
Yes, I am.
Who is absent?
Who is absent?
Look and see.
Look and see.

"Who's absent today?" Emiko asked.

"No one is absent," the class answered. "All of us are here."

On Tuesday they sang the song again. Emiko asked, "Are all of us present?"

"All of the boys are present," John said.

"All of the boys are present but some of the girls are absent," Marietta said.

"Who's absent?" Emiko asked. "Jane, Marine and Sepe are absent."

On Friday many of the children were absent.

"Who's absent today?" Emiko asked.

"Jonathan's absent," the boys said. "Astaro and Mosner are absent, too."

"Julida, Sinali and Maria are absent, too," the girls said.

"I wonder why so many of the children are absent," Emiko said.

Structures previously taught: Boys/Jonathan are/is absent.
Who is absent?

New for production: All of the boys are present.
Some of the girls are absent.
No one is absent.
Is anyone absent?
Many of the children are absent.

New for recognition: All of the boys are present but some of the girls are absent.

Suggested Comprehension Questions:

1. What was the song they sang?
2. Who was absent on Monday?
3. Were all the children present?
4. On Tuesday all of the boys were present. Were all of the girls present?
5. Which girls were absent?
6. Which children were absent on Friday?
7. Did Emiko know why the children were absent?

BOOK SEVEN, Unit III

Lesson 1

A. Aim of Lesson: Teach: All of us are present.

B. Visual Aids: Pictures for narrative and Pronunciation Lesson.

C. Procedure:

1. Sing: "Are You Present?" (Tune: "Are You Sleeping?")

   Are you present?
   Are you present?
   Yes, I am, yes I am.
   Who is absent?
   Who is absent?
   Look and see.
   Look and see.

2. Present listening comprehension narrative and ask comprehension questions.

3. Pronunciation Lesson: /iy/-/i/

   a. Using pictures of a sheep and a ship, say:

      This is a ship. This is a ship. This is a ship.
      This is a sheep. This is a sheep. This is a sheep.

   b. Constrast the two sounds still using pictures.

      This is a ship. This is a sheep.
      This is a sheep. This is a ship.

   c. Place pictures on the chalk tray and mark 1 above the picture of the ship and 2 above the other. Have children listen to the word you say and have them respond one or two according to the vowel sound in the word.

Teacher:	Students:	Teacher:
ship	one	one
sheep	two	two
sheep	two	two
fish	one	one
pig	one	one
eat	two	two
sit	one	one
seat	two	two

BOOK SEVEN, Unit III

Lesson 1

4. Narrative and dialog:

After the class sang the song, Emiko asked,

Emiko: Who's absent today? Row 1, who's absent?

Row 1: All of us are here. No one's absent.

Emiko: Row 2?

Row 2: All of us are present. No one's absent.

Emiko: Row 3?

Row 3: All of us are here. No one's absent.

Emiko: Row 4?

Row 4: All of us are here. No one's absent.

Emiko: Good. We're all here today. No one's absent.

5. Teach the dialog. Check the roll every day in this fashion.

6. Reading and Writing:

Draw a big pig. Write under it:

This is a pig.
It is big.
It is black and white.

BOOK SEVEN, Unit III

Lesson 2

A. Aim of Lesson: Review: All of us are here.
Teach : Some of the girls are absent.

Sepe, Maria and Siter are absent.
(sustained intonation)

B. Visual Aids: Pictures for Narrative and Pronunciation Lesson.

C. Procedure:

1. Song: "What Shall We Do?" (Sing in rounds.)

What shall we do when we all go out,
All go out, all go out?
What shall we do when we all go out
During our recess?

All of us will run around,
Run around, run around.
All of us will run around
During our recess.

2. Pronunciation Practice:

a. Repeat Step c from yesterday's lesson.

b. Have children listen to teacher's model first then have them repeat after the model.

This is a ship.	This is a sheep.
This is a ship.	This is a seat.
This is a pig.	This is a deer.
This is a fish.	

3. Present listening comprehension narrative and ask comprehension questions.

4. Narrative and dialog:
On Tuesday Emiko called the roll again.

Emiko: Are all of us here today?

Boys : All of the boys are here.

Girls: Some of the girls are absent.

Emiko: Who's absent?

Girls: Sepe, Maria and Siter are absent.

Lesson 2

4. (continued)

   a. Were all of the students present on Tuesday?
   b. Were all of the boys here?
   c. Were all of the girls here?
   d. Who was absent?

5. Teach the dialog.

6. Pattern Practice:

Moving Slot Substitution:

All of the boys are absent.
girls
here
Some
boys
present
All
girls
absent

7. Reading and Writing:

Draw a big dog. Write under it:

This is a dog.
It is big.
It is brown.

BOOK SEVEN, Unit III

Lesson 3

A. Aim of Lesson: Review: All of, some of
Teach : Is anyone absent?

B. Visual Aids: Pictures for narrative and Pronunciation Practice.

C. Procedure:

1. Sing 1st verse of "What Shall We Do?" Add 2nd and 3rd verses.
   2) Some of us will play baseball.
   3) Some of us will play hopscotch.

2. Pronunciation Practice: Cueing with pictures, ask students: What's this? Students respond: It's a ship.

3. Present listening comprehension narrative and ask comprehension questions.

4. Narrative and dialog:

   On Wednesday when Emiko checked the roll, all of the girls were present. But some of the boys were absent.

   Emiko: Is anyone absent today?

   Girls: All of the girls are here.

   Boys : Some of the boys are absent.

   Emiko: Who's absent?

   Boys : Astaro, John and Ribon are absent.

   a. Were all the girls present on Wednesday?
   b. Were all the boys absent?
   c. Who was absent?

5. Teach the dialog.

6. Pattern Practice:
   Is anyone absent today?
   Sepe
   John
   etc.

7. Reading and Writing:
   Draw a small dog. Write under it:

   This is a dog.
   It is small.
   It is brown and white.

BOOK SEVEN, Unit III

Lesson 4

A. Aim of Lesson: Review: Is anyone absent today?
Teach : Many of the children are absent.

B. Visual Aids: Pictures for Narrative and Pattern Practice.

C. Procedure:

1. Sing: "What Shall We Do?" (three verses)

2. Pronunciation Practice: Teacher cues with two pictures. Student responds with: This is a ship and that's a sheep.

3. Present listening comprehension narrative and ask comprehension questions.

4. Narrative and dialog:
When the teacher took the roll on Friday, many boys and girls were absent.

Emiko: Is anyone absent today?

Girls: Many of the girls are absent.

Boys : Many of the boys are absent, too.

Emiko: I wonder why so many of the students are absent.

a. Were all of the students present on Friday?
b. Were many of the boys absent?
c. Were many of the girls absent?

5. Teach the dialog.

6. Pattern Practice: Cue with action pictures.
Many of the boys are absent.
sweeping the floor.
cleaning the room.
cutting the grass.
erasing the boards.
etc.

7. Reading and Writing:
Draw a big cat. Write under it:

This is a cat.
It is a big cat.
It is yellow.

BOOK SEVEN, Unit III

Lesson 5

A. Aim of Lesson: To review all structures taught in this Unit.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "What Shall We Do?"

2. Present listening comprehension narrative and ask comprehension questions.

3. Pronunciation Practice:
Cueing with pictures, have children say: That's a ship.
Try to get every child to respond individually.

4. Narrative and dialog:
Every morning the class sings "Are You Present?" After they sing, the teacher takes role. One morning after they sang, Emiko said:

Emiko: Is anyone absent today?

Boys : All of the boys are present.

Girls: Many of the girls are absent.

Emiko: Who's absent?

Girls: Sister, Elihna, Ginny, Mary and Annarose are absent.

a. Were all the students present?
b. Were some of the boys absent?
c. Were many of the girls absent?
d. Who was absent?

5. Teach the dialog.

6. Reading and Writing:

Draw a small cat. Write under it:

This is a cat.
It is a small cat.
It is yellow and white.

ACHIEVEMENT TEST: BOOK SEVEN, Unit III

Test A

Structure to be tested: /h/ and /∅/

Items required: Pencil and paper numbered 1-10.

Instructions:

Tell the students that you are going to say some pairs of words. If the words sound the same, they are to mark "S"; if they sound different, they are to mark "D".

Examples:

heel - eel D
eel - eel S

Test-items:

1. hi - hi S
2. hand - hand S
3. oh - hoe D
4. at - at S
5. hi - eye D
6. hear - hear S
7. hall - all D
8. hoe - hoe S
9. all - all S
10. art - heart D

Scoring:

Each student can receive 10 possible points.

ACHIEVEMENT TEST: BOOK SEVEN, Unit III

Test B

Structure to be tested: all of
some of

Items required:
1) Pencil and paper numbered 1-6 for each pupil.
2) Collect approximately 4 of each of these items: books, shells, pencils, flowers, etc.
3) Get a box for the pencils, a cup or vase for the flowers.
4) *Write the test-item sentences on the board but keep them covered, or write them on a large piece of paper.

Instructions:

Tell the students that you are going to show them some sentences that have blanks. They are to fill in the blanks, using the words all of or some of, depending on the cue that you will give them.

First give them a demonstration. Hold up 4 pencils. Put them into the box. Say, "All of the pencils are in the box." Write it on the board. Then after you have removed 2 of the pencils, say, "Some of the pencils are in the box." Write it on the board.

Tell them to do the same on the test-items.

*Test-items:

1. (Teacher puts all the shells in the box.)
   *______ ___ the shells in the box.)

2. (Teacher takes two shells out of the box.)
   *______ ___ the shells are in the box.)

3. (Teacher shows the class 4 flowers; puts two of them into a cup.)
   *______ ___ the flowers are in the cup.

4. (Teacher shows the class 4 books; puts 3 of them on the desk.)
   *______ ___ the books are on the desk.

5. (Teacher puts all the flowers in the cup.)
   *______ ___ flowers are in the cup.

6. (Teacher puts all the books on the desk.)
   *______ ___ the books are on the desk.

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STUDENT BOOKLET

TO ACCOMPANY ENGLISH BOOK SEVEN

AL 002 138

Model 1

Reading:

Timmy and Terry are from Mokil. Timmy is eight years old. Terry is eight years old, too. They are both eight years old.

Writing: Copy the reading selection above.

Reading:

Timmy and Terry are twins. Timmy is in the third grade. Terry is in the third grade, too. They are both in the third grade.

Writing: Copy the following sentences. Write the last sentence in the blank space.

Timmy and Terry are twins. Timmy is in the third grade. Terry is in the third grade, too. ____________
____________________________.

Model 3 BOOK SEVEN, Unit I.3

Reading:

Timmy and Terry are twins. They're from Mokil. They're both eight years old. They're both in the third grade.

Writing: Copy the following paragraph.
Fill in the blanks.

Timmy and Terry are twins. They're from ________.
They're both __________ ___________ old. They're
both ____ _______ ___________ grade.

Reading:

John is from Net. He is eight years old. He is in the third grade.

Peter is from Net, too. He is nine years old. He is in the third grade, too.

Both John and Peter are from Net. They are both in the third grade.

Writing: Copy the following passage. Fill in the blanks.

John is from Net. He is eight years old. He is in the third grade.

Peter is from ______, too. He is nine years old. He is ___ _____ ___________ grade, too.

Both __________ and __________ are from Net. ________ ________ ________ in the third grade.

Model 5 BOOK SEVEN, Unit I.5

Reading:

I am Anita.	This is my friend Marda.
I am eight years old.	She is eight years old, too.
I am in the third grade.	She is in the third grade.
I am from Kepinle.	She is from Sekere.

Anita and Marda are both eight years old.
They are both in the third grade.

Writing: Copy and complete the following sentences.

Anita and Marda ____ ____ ________ ______ ____.

They are both ____ ______ ________ ______.

Reading: (To be read after you do steps a,b,c, and d in the teacher's book.)

This is a dog.
This is a hen.
This is a carabao.
This is a cat.
This is a pig.

Writing: Copy the following sentences and fill in the blanks.

This is a ____________.
This is a ____________.
This is a ____________.
This is a ____________.
This is a ____________.

Reading: (To be read after you do steps a and b in the teacher's book.)

This is a pig.
This is a dog.
This is a carabao.
This is a hen.
This is a cat.

Writing: Look at the following words. Put them in correct order to form a sentence.

1. is dog This a
2. This a is carabao
3. a hen This is
4. cat is a This
5. is pig a This

Reading: (To be done after you have done steps a and b in the teacher's book.)

It is a pig.
It is a hen.
It is a cat.
It is a dog.
It is a carabao.

Writing: Copy the following sentences and fill in the blanks.

It is a ______________.
It is a ______________.
It is a ______________.
It is a ______________.
It is a ______________.

Model 9 BOOK SEVEN, Unit II.4

Reading: (To be done after you do steps a,b,c, and d in the teacher's book.)

This is a pig.
It is a big pig.
This is a pig.
It is a small pig.

Writing: Copy the sentences below. Draw a picture to go with the sentences.

This is a pig.
It is a big pig.

This is a pig.
It is a small pig.

Model 10 BOOK SEVEN, Unit II.5

Reading:

This is a pig.
It is a big pig.

This is a pig.
It is a small pig.

Writing: Draw a big pig and a small pig.
Copy the sentences under the pictures.

This is a pig. It is a big pig.	This is a pig. It is a small pig.

Model 11 BOOK SEVEN, Unit III.1

Reading:

This is a pig.
It is big.
It is black and white.

Writing: Draw a big pig. Color it black and white.
Copy the sentences under your picture.

Model 12 BOOK SEVEN, Unit III.2

Reading:

This is a dog.
It is big.
It is brown.
It is a big brown dog.

Writing: Draw a big dog. Color him brown. Then copy the sentences below your picture.

This is a dog.
It is big.
It is brown.
It is a big brown dog.

Model 13

Reading:

This is a dog.
It is small.
It is brown and white.

Writing: Draw a small dog. Copy the sentences below your picture. Color the dog.

This is a dog.
It is small.
It is brown and white.

Model 14 BOOK SEVEN, Unit III.4

Reading:

This is a cat.
It is a big cat.
It is yellow.

Writing: Draw a big cat. Color it yellow. Copy the sentences under your picture.

This is a cat.
It is a big cat.
It is a yellow cat.

Reading:

This is a cat.
It is a small cat.
It is yellow and white.

Writing: Draw a small cat. Color it yellow and white. Write these sentences under your picture.

This is a cat.
It is a small cat.
It is yellow and white.

(Extra exercise on next page)

Model 16

BOOK SEVEN, Unit III.5

Read the sentences below. Fill in the blanks with the correct word. Look back in your booklet if you cannot remember the answer.

1. The small pig is ___________.
2. The big pig is ___________ and ___________.
3. The big dog is ___________.
4. The small dog is ___________ and ___________.
5. The big cat is ___________.
6. The small cat is ___________ and ___________.

√

Model 15 BOOK SEVEN, Unit III.5

Reading:

This is a cat.
It is a small cat.
It is yellow and white.

Writing: Draw a small cat. Color it yellow and white. Write these sentences under your picture.

This is a cat.
It is a small cat.
It is yellow and white.

(Extra exercise on next page)

Model 17 BOOK SEVEN, Unit IV.1

Reading:

Some of the students were absent last week. Jonathan was absent. He was sick. He had a stomachache.

Writing: Copy the following sentences and fill in the blanks.

1. ______ of the students were absent ______ ______.
2. Jonathan was ____________.
3. He _____ _________.
4. He had ___________________.

Model 18 BOOK SEVEN, Unit IV.2

Reading:

Some of the students were absent last week. Jonathan was absent. He was sick. He had a stomachache.

Writing: Copy the paragraph above but change Jonathan to Julida. Also, change he to she and stomachache to headache. At the end of the paragraph add the sentence, "She had a bad cold."

Reading:

Sinali was absent last week, too. She had an earache. She went to the doctor. He gave her some medicine.

Writing: Copy the following sentences and fill in the blanks.

1. Sinali was absent _______ _________, too.
2. She had an ______________.
3. She went to the _________.
4. He gave her some ____________.

Model 20 BOOK SEVEN, Unit IV.4

Reading:

Mary isn't sick. Her mother is sick. She has a sore back. Mary's watching her baby brother.

Writing: Answer the following questions:

1. Is Mary sick?
2. Is Mary's mother sick?
3. Does she have a cold?
4. What is Mary doing?

Reading:

Some of the students were absent last week. Jonathan was absent. He was sick. He had a stomachache.

Julida was absent, too. She was sick. She had a headache. She had a bad cold.

Sinali was absent, too. She had an earache. She went to the doctor. He gave her some medicine.

Mary isn't sick. Her mother's sick. She has a sore back.

Writing: Form sentences from words below.

1. to went doctor Sinali the
2. stomachache a He had
3. week of students some absent the last were
4. bad cold had a She
5. sick Mary isn't

Model 22 BOOK SEVEN, Unit V.1

Reading:

The boys brought food to eat. Markos brought fried chicken. Jonathan brought rice. Dakio brought fried fish. Astaro brought some kool-aid. Carlos brought some bananas. Tony and John brought coke to drink.

Writing: Copy the sentences and fill in the blanks.

1. Jonathan brought some __________.
2. Markos brought some ____________.
3. Astaro brought some ____________.
4. Tony and John brought some _________.
5. Carlos brought some ____________.

Reading:

The two little boys ate all the food. They ate the chicken. They ate the rice. They ate the bananas and the fish. They drank the kool-aid and they drank the coke, too.

Writing: Copy the following paragraph and fill in the blanks.

Last night I ate some ___________. I ate some _____________, too. I drank some _______________.

Reading:

This is Paulito. He is Markos' little brother. He is sick. He has a stomachache. He ate too much and he drank too much.

Writing: Complete the sentences with the correct word from the column at the right.

1. __________ is Paulito.
2. He is Markos' little __________.
3. He is __________.
4. He ________ and ________ too much.
5. He has a __________.

stomachache
drank
sick
This
ate
brother

Model 25 BOOK SEVEN, Unit V.4

Reading:

We went on a picnic. Markos brought some fried chicken. Jonathan brought some rice. Dakio brought some fried fish. Astaro brought some kool-aid. Carlos brought some bananas.

Writing: Make believe you went on a picnic. Rewrite the underlined parts of the paragraph above.

Model 26 BOOK SEVEN, Unit V.5

Reading:

Yesterday was my birthday. My family went on a picnic. Mother cooked many things. She cooked some breadfruit, some rice, some pilolo, some pork and some fish.

Father bought some soda and chocolate milk.

Writing: Copy the story. Then add:

We ate _________, __________, _____________,
__________, and _____________. We drank ________,
and _____________.

Model 27 BOOK SEVEN, Unit VI.1

Reading:

This is Miki.
She is Marietta's cat.
She has four kittens.
Baby cats are kittens.

This is Spark.
She is Jonathan's dog.
She has three puppies.
Baby dogs are puppies.

Reading:

Mother is sick. She has a headache. We must walk quietly. We must walk slowly and carefully. We must let her sleep.

Writing: Copy the following sentences and fill in the blanks.

1. Mother is ________.
2. She has a ______________.
3. We must walk __________ and ___________.
4. We must let her ___________.

Model 29 BOOK SEVEN, Unit VI.3

Reading:

1) I see one kitten
Sitting in a hat.
It is the baby
Of Mrs. Cat.
2) I see two piglets
Dancing a jig.
They are the babies
Of Mrs. Pig.
5) I see five mice
Underneath the house.
They are the babies
Of Mrs. Mouse.

3) I see three tadpoles
On the road.
They are the babies
Of Mrs. Toad.
4) I see four chicks
Playing in a pen.
They are the babies
Of Mrs. Hen.

Writing: Copy the poem

Reading:

On Sunday we went to church. We dressed carefully. We walked quickly to the church. The service had already started. We walked slowly and quietly into the church and sat down.

Writing: Unscramble the following sentences. Then write them in order in paragraph form.

1. church Sunday went We to on
2. sat down slowly and quietly
   walked We into the church and
3. dressed carefully We
4. service started already The had

Model 31

Reading:

Marietta was very sick. Mother called the doctor. He came quickly. He talked quietly. He examined her slowly and carefully.

Writing: Write one word answers to the following questions.

1. Who was sick?
2. Whom did mother call?
3. Did the doctor come?
4. How did he come?
5. How did he talk?

Model 32 BOOK SEVEN, Unit VII.1

Reading:

Marietta has a new red bag. Lianter and Carmen have new red bags, too.

Marietta took her bag to school. Carmen said, "It's mine." Lianter said, "It's mine. It's not yours." Marietta said, "It's mine. My name is in it."

Writing: Write short answers to the following questions.

1. What color is Marietta's new bag?
2. Where did Marietta take her bag?
3. What did Marietta say when Carmen and Lianter said, "It's mine?"
4. What color is Lianter's bag?

Model 33 BOOK SEVEN, Unit VII.2

Reading:

Jonathan: Is this your pencil, Marietta?
Marietta: No, it isn't mine. It's hers.
Carmen : No, it isn't mine. It's his.
Jonathan: Is this yours, Markos?
Markos : Yes, thank you.

Writing: Answer the following questions with short answers.

1. Who's pencil was it?
2. Who found the pencil?
3. Was the pencil Marietta's?
4. Was the pencil Carmen's?

Model 34 BOOK SEVEN, Unit VII.3

Reading:

This room belongs to us. It's ours.
That pencil belongs to me. It's mine.
That comb belongs to you. It's yours.
That's John's dog. It's his.
That's Marda's cat. It's hers.

Writing: Copy the sentences and fill in the blanks with the proper words.

1. This pencil belongs to John. ______________.
2. This dog belongs to me. ______________.
3. This cat belongs to you. ______________.
4. This room belongs to us. ______________.
5. This comb belongs to Maria ______________.

Reading:

This book belongs to me.
These desks belong to us.
These brooms belong to the fifth graders.
That pen belongs to Mrs. Smith.
That notebook is Jonathan's.
This pencil is for you.

Writing: Copy the sentences above. After each sentence write, "It's ________." Fill in the blank with either his, hers, yours, mine, theirs or ours.

Model 30 BOOK SEVEN, Unit VII.5

Reading:

Tony held up a pencil. It was a green pencil. He asked, "Whose pencil is this? Is it yours, Maria?"

"No, it isn't mine," Maria answered. "It's John's."

"No, it isn't mine," John said. "It's Rena's."

"Yes, it's mine," said Rena. "Thank you."

Writing: Write complete answers to the following questions.

1. Who held up the pencil?
2. What color was it?
3. Was it Maria's pencil?
4. Was it John's pencil?
5. Whose pencil was it?

Model 37 BOOK SEVEN, Unit VIII.1

Reading:

Jonathan found a big shell. It was pretty. Markos found a bigger shell. It was shinier, too.

Writing: Write complete answers to the following questions:

1. Was Jonathan's shell big or small?
2. Was Markos' shell bigger or smaller?
3. Whose shell was shinier?

Reading:

This is Mr. David and Carlos.
Mr. David is taller than Carlos.

This is Mrs. David and Anita.
Anita is shorter than Mrs. David.

Mr. & Mrs. David, Carlos and Anita live in this house. There is a big tree by the house. The tree is taller than the house.

Writing: Copy the sentences in your notebook. Draw a picture to go with the story.

Model 39 BOOK SEVEN, Unit VIII.3

Reading:

We read and write in school. We play and sing, too.

At home we wash the dishes and sweep the house. We help our parents.

Writing: Copy the sentences below and fill in the blanks with your own words.

We ________ and __________ in school. We ________ and ________, too.

At home we ________________ and __________________.
We help our parents.

Model 40 BOOK SEVEN, Unit VIII.4

Reading:

The yellow pencil is shorter than the blue one.
The white box is smaller than the red box.
The red book is prettier than the brown book.
The pink shell is bigger than the brown one.

Writing: Copy the sentences in your notebook and draw pictures for each sentence.

Reading:

The turtle was very proud. He said, "My shell is prettier than yours. My shell is bigger, harder and shinier than yours."

The crab said, "Yes. Your shell is prettier than mine. Your shell is harder, bigger and shinier than mine."

Writing: Copy the following sentences. Close your book and try to fill in the blanks.

My shell is ___________ than yours. It's ______, __________ and ____________ than yours.

Your shell is ___________ than mine. It's ________, _________ and ___________ than ______.

Reading:

Four little pigs lived in Wapar --
Pinky, Porky, Patty, and Teeny.

Pinky: I'm dirtier than Porky and Patty, and Teeny.
Porky: I'm fatter than Pinky and Patty, and Teeny.
Patty: I'm lazier than Pinky and Teeny, and Porky.
Teeny: And I'm smaller than Pinky and Patty, and Porky.

Writing: Copy the verse in your notebook to keep.
Skip two lines at the end of each stanza.

Model 43 BOOK SEVEN, Unit IX.2

Reading:

1) Four little pigs lived Wapar
Pinky, Porky, Patty and Teeny.
2) Pinky: I'm dirtier than Porky and Patty, and Teeny
I'm the dirtiest of the four little pigs.
3) Porky: I'm fatter than Pinky and Patty, and Teeny.
I'm the fattest of the four little pigs.
4) Patty: I'm lazier than Pinky and Teeny, and Porky.
I'm the laziest of the four little pigs.
5) Teeny: And I'm smaller than Pinky and Patty, and Porky.
I'm the smallest of the four little pigs.

Writing: Copy the last line of each stanza into your notebook.

Model 44 BOOK SEVEN, Unit IX.3

Reading:

See teacher's book.

Writing: Draw three pencils of different lengths. Color them. Fill in the following blanks according to your picture.

1. The __________ pencil is longer than the
__________ one.
2. The __________ pencil is shorter than the
__________ one.
3. The __________ one is the **longest** of them all.

Model 45 BOOK SEVEN, Unit IX.4

Reading:

Markos is taller than Paulito and Anna. He's the tallest of the children. He's the oldest, too. Paulito is older than Anna. Anna is the youngest. She's the smallest.

Writing: Write the -er and -est forms of the following words.

small	smaller	smallest
short	______	______
long	______	______
big	______	______
old	______	______
dirty	______	______
lazy	______	______
young	______	______
fat	______	______

A Deer and a Turtle

One day a deer met a turtle. The deer told the turtle, "You're very slow. You're the slowest animal in the forest."

"Let's see how fast you are," the turtle said. "Let's run to that tree tomorrow."

The race began early the next day. Poor turtle! He was far behind.

The deer stopped to rest. He went to sleep. He woke up in the afternoon. He ran to the tree. Who was there? The turtle! Who ran faster?

Writing: See teacher's book.

Reading:

Jonathan and Martin have new neighbors. They're from Majuro. There are two boys. Their names are Jao and Ben. Jao is six and Ben is nine. They don't speak Ponapean. They speak Marshallese and English. They are Jonathan and Martin's new friends.

Writing: Copy and complete the following questions. Then answer the questions.

1. Jonathan and Martin don't have friends, ________?
2. Jao and Ben don't speak Ponapean, ____________?
3. Jao and Ben don't speak English, ____________?
4. Jao and Ben speak Marshallese, _______________?
5. Jonathan and Martin don't speak Ponapean, _______________?

Model 48 BOOK SEVEN, Unit X.2

Reading:

Martin and John took Jao and Ben with them to gather snails. Jao saw some snails and asked, "Those are sea shells, aren't they?"

"No," Martin answered. "Those are snails."

"You don't eat them, do you ?", Ben asked.

Jonathan answered, "No. We feed them to the pigs."

Writing: Write complete answers to the following questions:

1. Who went to gather snails?
2. What did Jao say when he saw the snails?
3. What did Ben ask?
4. What do the boys do with the snails?
5. Jao and Ben came from Majuro. Do you think there are snails on Majuro?

Model 49 BOOK SEVEN, Unit X.3

Reading:

Martin and Jonathan had ten pigs. Five were Martin's and five were Jonathan's. Their father **bought** the pigs for them.

The **pigs** eat snails. When they don't have any food to eat, they squeal and squeal.

Writing: Copy and fill in the blanks to make complete tag questions.

1. Martin and Jonathan have ten pigs, ____________?
2. Five of them are Martin's, ____________________?
3. Their father **bought** the pigs, ________________?
4. The pigs eat snails, ________________________?
5. The pigs squeal and squeal when they have no food, ________________?

Model 50 BOOK SEVEN, Unit X.4

Reading:

The littlest pig is black. It is smaller than the other pigs. It is very dirty. It is always hungry. It is Martin's pet pig. Martin likes it very much. He likes it more than all the other pigs.

Writing: Complete the questions below:

1. It's very ___________, ___________?
2. It's _____________ than all the other pigs, _____________?
3. It's always _________, ____________?
4. _____________ Martin's pet, ________?
5. _______________ black, _______________?

Reading:

Jao and Ben are Marshallese. They're from Majuro. Jao is six years old and Ben is nine.

They don't speak Ponapean. They speak English and Marshallese. They speak English to Jonathan and Martin.

Jonathan and Martin are good friends with Ben and Jao.

Writing: Fill in the blanks.

1. ______ and ______ are Marshallese, ___________?
2. ________ from Majuro, _______________?
3. Jao isn't nine, ____________________?
4. Ben doesn't speak __________, _____________?
5. ________ and ________ speak English, ________?

ACHIEVEMENT TEST: BOOK SEVEN, Unit III

Test B

Note: Do not write instructions to the teacher on the board.
Answers: 1-all of; 2-some of; 3-some of; 4-some of; 5-all of; 6-all of.

Scoring:

Each student can receive 6 possible points.

BOOK SEVEN, Unit IV

Listening Comprehension Narrative

The next Monday, everyone was back except Maria. She was still absent. Jonathan, Julida, Marda, Astaro, Sinali and Mosner were back.

Emiko asked them, "Are you feeling better?"

"Yes, thank you," they answered.

"Were you sick?" Emiko asked.

"Yes, we were," they said.

"I had a stomachache," Jonathan said.

"I had a bad cold," said Julida. "I had a headache and a fever."

Sinali said, "I had an earache. The doctor gave me some medicine."

"Well, we're glad you're all back," said Emiko. "We missed you."

"Let's all sing:"

Hello Mary, how are you?
Very well, thank you.
And how are you?
I'm well, too.
It's good to see you.
It's good to see you.

Structures previously taught: I had a stomachache.
She was absent.

New for production: Why were you absent last week?
Are you feeling better?
Were you sick?
stomachache, headache,earache, cold, fever, sore back
Everyone is here except Maria.

New for recognition: We're glad you're back.
She's still absent.

BOOK SEVEN, Unit IV

Lesson 1

A. Aim of Lesson: To teach: Why were you/was he absent?
I had a stomachache.

B. Visual Aids: Flash cards.

C. Procedure:

1. Review: /h/ - /0/ pronunciation and in, on, under.

   Place pictures of the hat, hoe, hand, ear, eel, and eye in/on/under objects such as desks, chairs, tables, boxes. Have various children tell where they are, *i.e.*,

   The hat's under the chair.

   Then have children give commands to other children to move the pictures elsewhere:

   Put the hat in the desk.

2. Tell the following story in English.

   When the children who were absent last week came back to school, everyone wanted to know why they had been absent.

   Teacher : Good morning, Jonathan.

   Jonathan: Good morning.

   Teacher : Why were you absent last week? Were you sick?

   Jonathan: Yes. I ate too many green mangoes.
   I had a stomachache.

3. Make up and ask some simple comprehension questions.

4. Drill: Ask children if any of them have ever had a stomachache. Ask if they ate too many green mangoes, too. Some may say:

   A : I ate too many *green apples*.
   Teacher: Why was he/she sick?
   Class : He/She ate too many green apples.

   (Teacher might suggest other things children have gotten stomachaches from such as young coconuts, candy, green oranges, etc.)

BOOK SEVEN, Unit IV

Lesson 1

5. Follow dialogue procedure.

6. Learn rhyme: /i/ pronunciation

   Mother, mother,
   I am sick.
   Call for the doctor
   Quick, quick, quick.

7. Oral preparation for reading:
   Ask the class,
   Who was absent last week?
   Was he sick?
   What did he have?
   Why was he sick?

8. Write on board:

   Some of the students were absent last week.
   Jonathan was absent.
   He was sick.
   He had a stomachache.

9. Follow standard reading procedure.

10. Pass out flash cards of:

    some of
    students
    stomachache
    were absent
    last week
    was absent
    was sick

    Have children match flash cards with words on the board. Place flash cards in pocket chart. Read the entire story once more. Have class repeat, then individual students read.

11. Writing: Copy the following sentences and fill in the blanks.

    1. ________ of the students were absent ____ ____.
    2. Jonathan was ________.
    3. He ________ ________.
    4. He had a ________.

BOOK SEVEN, Unit IV

Lesson 2

A. Aim of Lesson: Teach: Are you feeling better?
I had a headache.

B. Visual Aids: Pictures of Marietta and Julida.

C. Procedure:

1. Review:

   a. Song: "Hi,Ho."

   b. Some of us are absent today.

   How many boys are absent today?
   How many girls are absent today?
   How many are absent altogether?
   Who was absent yesterday?
   Why were you absent?
   Were you sick?
   Who else was absent yesterday?
   etc.

2. Read yesterday's story and dialog (#2). Then continue right into the following story in English.
   Julida came back to school on Monday, too. Marietta met her on the way to school.

   Marietta: Hi, Julida.

   Julida : Hello.

   Marietta: Are you feeling better?

   Julida : Yes. I had a bad cold. I had a headache and a high fever all last week. But I'm well now.

3. Drill:

Teacher		Students
I had a bad cold and a headache.		I had a bad cold and a headache.
high fever	headache	I had a high fever and a headache.
high fever	bad cold	
stomachache	high fever	etc.

4. Follow dialogue procedure.

Lesson 2

5. Song: "Hello Mary"

Hello Mary, how are you?
Very well, thank you.
And how are you?
I'm well too.
It's good to see you.
It's good to see you.

6. Reading: Read yesterday's selection.

Some of the students were absent last week.
Jonathan was absent.
He was sick.
He had a stomachache.

7. Talk about Julida. She was absent, too. She was sick. She had a bad cold. She had a headache.

8. Tell children to rewrite story from yesterday changing Jonathan to Julida and he to she. Change stomachache to headache and add "She had a bad cold" at the end of the end of the story.

BOOK SEVEN, Unit IV

Lesson 3

A. Aim of Lesson: Continue to teach: I had an earache.
Why were you absent?

B. Visual Aids: Picture of doctor, medicine.

C. Procedure:

1. Review:

a. Rhyme:

Mother, Mother
I am sick.
Call for the doctor
Quick, quick, quick.

b. Ask who's absent. Have children write on a sheet of paper.

(name) is absent.
(name) is absent, too.

Then have a few students write their sentences on the board.

2. Tell the following story in English.

Sinali also came back to school on Monday. She went to the teacher's desk:

Sinali : Good morning, Miss Jones.

Miss Jones: Good morning, Sinali. Welcome back.

Why were you absent?

Sinali : I had an earache.

Miss Jones: Did you see the doctor?

Sinali : Yes. He gave me some medicine.

3. Drill:

Teacher	Students
Did you see the doctor? nurse mechanic teacher clerk shopkeeper	(Answer Yes/No I did/didn't, according to picture clues.)

Lesson 3

4. Follow dialog procedure.

5. Reading:

Sinali was absent last week, too.
She had an earache.
She went to the doctor.
He gave her some medicine.

6. Have children frame:

last week
doctor
She went
earache
medicine
She had
some medicine
He gave her

7. Copy the following sentences and fill in the blanks.

1. Sinali was absent _____ _____, too.
2. She had an ________.
3. She went to the ________.
4. He gave her some ________.

BOOK SEVEN, Unit IV

Lesson 4

A. Aim of Lesson: To teach: sore back

B. Visual Aids: someone in bed, in school, in church.

C. Procedure:

1. Review: Have partners practice dialog:

   A: Were you sick yesterday?
   B: Yes. I had a ________.
   A: Are you better now?
   B: Yes, thank you.

2. Tell the following story in English:

   Mary was absent all last week. She is absent this week, too.

   Teacher: Does anyone know why Mary's absent? Is she sick?

   Meriko : No, she isn't. She's watching her baby brother.

   Teacher: Where's her mother?

   Meriko : Her mother's in bed. She has a sore back.

3. Pronunciation lesson /sh/

   shells ocean shining shore

   Pearly shells from the ocean
   Shining in the sun,
   Covering the shore.
   When I see them
   My heart tells me that I love you
   More than all those little pearly shells.

4. Drill:

	Pictures
Where's her mother?	She's in bed.
Where's her brother?	He's in school.
Where's her mother?	She's in church.
Where's her sister?	She's in school.

5. Follow dialog procedure.

6. Reading:

   Write the following sentences on the board. Read and have children listen.

Lesson 4

Mary isn't sick.
Her mother is sick.
She has a sore back.
Mary's watching her baby brother.

7. Have flash cards of under lined words. Flash cards one by one and help children to read them. Go through cards several times calling on different children to read.

8. Distribute flash cards and have children match them with like words on the board.

9. Follow standard reading procedure.

10. Writing: Answer the following questions:

    1. Is Mary sick?
    2. Is Mary's mother sick?
    3. Does she have a cold?
    4. What is Mary doing?

BOOK SEVEN, Unit IV

Lesson 5

A. Aim of Lesson: To review structures taught in previous lessons of this unit.

B. Visual Aids: flash cards

C. Procedure:

1. Review:

   a. Song: "Pearly Shells"

   b. Previous dialogue and narrative.

2. Tell the following story in English.

   Markos told his mother that many children had been absent last week. Even Jonathan, his best friend had been absent.

   Mother: Why was Jonathan absent?

   Markos: He had a stomachache.

   He ate too many mangoes.

   Mother: I know Sinali had a cold.

   Markos: Yes. She had a headache and a high fever.

   Mother: Why was Julida absent?

   Markos: She had an earache.

   And Mary's mother has a sore back.

3. Make up and ask simple comprehension questions.

4. Follow dialog procedure.

5. Reading:

   Some of the students were absent last week.
   Jonathan was absent.
   He was sick.
   He had a stomachache.

   Julida was absent, too.
   She was sick.
   She had a headache.
   She had a bad cold.

Lesson 5

Sinali was absent, too.
She had an earache.
She went to the doctor.
He gave her some medicine.

Mary isn't sick.
Her mother's sick.
She has a sore back.

6. Writing: Change the order of the words in each line to form a sentence.

ACHIEVEMENT TEST: BOOK SEVEN, Unit IV

Test A

Structure to be tested: /š/ and /i/ pronunciation

Items required: 1) Randomized list of students.
2) Pictures of a ship, dish and fish, each on a separate card.

Instructions:

Hold up the pictures one-at-a-time and say to the class several times:

This is a ship.
This is a dish.
This is a fish.

Tell the children that you are going to call on them individually and will show each one a picture. He is to tell you what the picture is.

Example:

Teacher: (holds up a picture of a ship)
What's this, Damien?
Damien : It's a ship.

Teacher: (holds up a picture of a fish)
What's this, Ruth?
Ruth : It's a fish.

Listen carefully for each child's pronunciation of the /š/-sound and the /i/-sound.

Scoring:

Each student can receive 1 point for the /š/-sound and 1 point for the /i/-sound; therefore, each one can receive 2 points. It may be useful to keep record of each of the sounds in two columns.

ACHIEVEMENT TEST: BOOK SEVEN, Unit IV

Test B

Structure to be tested: earache, sore back, stomachache, headache

Items required:
1) Randomized list of students.
2) Flashcards of the 4 words being tested; or if the children cannot read well yet, 4 separate drawings of an ear, a back of a person, and someone's head or forehead. (Very simple sketches will do.)

Instructions:

Tell the children that you are going to call on two individuals at a time. While you hold up a flashcard or picture to cue the students, have one ask the other, "Why were you absent yesterday?" or "Were you sick?" The other student is to answer, "I had a ________," or, "Yes, I had a ________."

Examples:

Teacher: (calls on Tom and Mike; holds up flashcard earache)
Tom : Why were you absent yesterday?
Mike : I had an earache.

Teacher : (calls on Bernihse and Emma; holds up picture of forehead)
Bernihse: Were you sick?
Emma : Yes, I had a headache.

Go through the randomized list twice, making sure that each child gets a chance to answer, "I had a ________."

Scoring:

Give the student who answers the questions 1 point for using the words being tested correctly.

Listening Comprehension Narrative

One Saturday morning Markos and Jonathan and some of their friends went on a picnic. They went to the river.

Paulito, Marko's little brother, wanted to go, too. But Markos said, "No, you must stay home." Jonathan's little brother, Martin, wanted to go, too. But Jonathan said, "No, you can't go."

The boys brought food to eat. Markos brought fried chicken. Jonathan brought rice. Dakio brought fried fish. Astaro brought some kool-aid. Carlos brought some bananas. Tony and John brought coke to drink.

When they got to the river, the boys found a grassy spot. They put their food down and jumped into the cool water. They swam and played in the water. They didn't see Paulito and Martin slowly creeping up to the grassy spot. The two little boys wanted to eat all the good food. They ate the chicken. They ate the rice. They ate the bananas and the fish. They drank the kool-aid and they drank the coke, too.

The bigger boys got hungry after a while. Carlos said, "Let's eat!" The boys ran quickly to the grassy spot. But they found no food. Instead they found two sick boys. The two little boys had stomachaches.

Jonathan and Markos carried their sick brothers home. The older boys were hungry and angry but they felt sorry for the two sick little boys.

Structures previously taught: some
appositives
adverb "too"

New for production: irregular verbs (bring, drink)

New for recognition: -ly adverbs
comparative adjectives

BOOK SEVEN, Unit V

Lesson 1

A. Aim of Lesson: Review: irregular verb eat
Teach : irregular verb drink

B. Visual Aids: Pictures of bananas, soursop, coconuts, pineapples, watermelon and oranges with names of fruit printed at the bottom.
Pictures for narrative.

C. Procedure:

1. Sing: "What Shall We Do?" (Unit III, Lesson 2)

2. Present Listening Comprehension Narrative.

3. Re-read the following paragraph from the story:

   The boys brought food to eat. Markos brought fried chicken. Jonathan brought rice. Dakio brought fried fish. Astaro brought some Kool-aid. Carlos brought some bananas. Tony and John brought coke to drink.

   Ask comprahension questions in English:

   What did Markos bring?
   What did Tony and John bring?
   What did Dakio bring?
   What did Jonathan bring?
   What did Carlos bring?

4. Substitution Drill: (Cue with pictures.)

Teacher	Class
What did Markos bring?	He brought some mangoes.
Carlos	fried chicken.
Dakio	bananas.
Tony	taro.
John	coke.
etc.	etc.

5. Tell children they're going on a make-believe picnic. Have them draw a picture of something they will bring. Using pictures they have drawn, chain drill:

   A: What will you bring on Saturday?
   B: I'll bring some sour sop.
   (to C) What will you bring?
   C: I'll bring some breadfruit.
   (to D) What will you bring?

Lesson 1

6. Drill: (Using students' pictures, teacher cues.)

½ class	½ class
What will we eat?	We'll eat some yams.
What will we drink?	We'll drink some coke.
What will we eat?	We'll eat some taro.

etc.

7. Have paragraph from #3 written on the board. Read it aloud to the students. (Follow reading procedure.)

8. Have children copy the sentences and fill in the blanks by choosing from various pictures of fruits with words at the bottom.

   Jonathan brought some ________.
   Markos brought some ________.
   Astaro brought some ________.
   Tony and John brought some ________.
   Carlos brought some ________.

BOOK SEVEN, Unit V

Lesson 2

A. Aim of Lesson: Review: irregular verb bring
Teach : irregular verb drink

B. Visual Aids: Children's drawings from previous lesson.
Appropriate pictures from narrative.

C. Procedure:

1. Sing: "We Will Go to Madolenihmw"

2. Using childrens' pictures from previous lesson, chain drill:

   A: What did you bring to the picnic yesterday?
   B: I brought some taro. What did you bring to the picnic yesterday?
   C: I brought some bananas. What did you bring to the picnic yesterday?
   etc.

3. Pronunciation Practice: (ey)

   Rhyme: My name's Kate
   And I'm eight.
   To be absent, I hate
   And to school
   I'm never late.

4. Read to class:

   The two little boys ate all the food. They ate the chicken. They ate the rice. They ate the bananas and the fish. They drank the kool-aid and they drank the coke, too.

5. Ask comprehension questions in English.

   What did the boys eat?
   What did the boys drink?

6. Chain Drill:

   A: What did you eat last night?
   B: I ate some fish.
   What did you eat last night?
   C: I ate some rice.
   What did you drink last night?
   D: I drank some coffee.
   etc.

Lesson 2

7. Have paragraph from #4 written on the board. Follow standard reading procedure. Have children frame such words as:

   chicken, rice, bananas, coke, kool-aid, drank, ate

8. Drill: (Teacher gives a student's name.)

Class	Student
What did you eat last night, Anita?	I ate some rice.
Marda?	taro.
drink	drank coke
etc.	

9. Writing: Copy and fill in the blanks with your own words.

   Last night I ate some ________. I ate _______, too. I drank some ________.

BOOK SEVEN, Unit V

Lesson 3

A. **Aim of Lesson:** To practice using irregular verbs drink and eat.

B. **Visual Aids:** Pictures of Paulito.

C. **Procedure:**

1. Sing: "Hello Mary"

2. Listening Comprehension Narrative - ask questions in Ponapean.

3. Dialog:

Markos: My little brother is sick.

John : What's wrong?

Markos: He has a stomachache.

He ate too much a[illegible] drank too much.

John : Too bad. He won't do it again.

3. Follow dialog procedure.

4. Pronunciation: /ey/ Use rhyme from previous lesson.

5. Reading:

This is Paulito.
He is Markos' little brother.
He is sick.
He has a stomachache.
He ate too much and he drank too much.

6. Follow standard reading procedure.

7. Writing: Complete the sentences with the correct word from the column at the right.

1. ________ is Paulito.
2. He is Marlos' little ________.
3. He is ________.
4. He ________ and ________ too much.
5. He has a ________.

stomachache
drank
sick
This
ate
brother

Lesson 4

A. Aim of Lesson: To have children participate in storytelling.

B. Visual Aids: Children's pictures from Lesson 1.

C. Procedure:

1. Present Listening Comprehension Narrative.
2. Divide class into groups of five or six. Tell children that each group is going on a picnic and each one must bring something. (Use pictures children drew for Lesson 1.)

   Entire Group: We're on a picnic.
   Student 1 : I brought some _______.
   Student 2 : I brought some _______.
   etc.

   (Pantomime - Entire group sits down and eats and drinks.) Every group is given a chance to get up and perform.
3. Reading:

   We went on a picnic. Markos brought some fried chicken. Jonathan brought some rice. Dakio brought some fried fish. Astaro brought some Kool-aid. Carlos brought some bananas.
4. Follow standard reading procedure.
5. Writing: Explain to children that they are to write a story about their own group. (Recall sentence #1.) They should all start off with "We went on a picnic." They should write what each member in the group brought. (Teachers rotate to help groups.)
6. Have one child from each group read the story aloud.
7. Display story with pictures on the bulletin board. Have one child from each group tell the group's story.

Lesson 5

A. Aim of Lesson: To review all structures from previous lessons.

B. Visual Aids: Pictures from narrative and previous lessons.

C. Procedure:

1. Tell the following story:

    Yesterday was my birthday. My family went on a picnic. Mother cooked many things. She cooked some breadfruit, some rice, some pilolo, some pork, and some fish.

    Father bought some soda and chocolate milk.

2. Ask the following questions:

    What did mother cook yesterday?
    What did father buy?
    What did they eat on the picnic?
    What did they drink?

3. Have children tell that they ate and drank for supper, lunch, or breakfast.

4. Reading: Follow standard reading procedure.

5. Have children copy the story. Then have children add:

    We ate ________, ________, ________, ________, and ________.
    We drank ________, ________, and ________.

ACHIEVEMENT TEST: BOOK SEVEN, Unit V

Test A

Structure to be tested: drank, ate, brought

Items required:
1) Randomized list of students.
2) Collect pictures of someone drinking, someone eating and someone bringing (carrying) something.

Instructions:

Tell the students that you are going to call on them one-at-a-time and show them one of the three pictures. You will ask them a questions, and they are to make up an answer, according to the cue that you give them.

Examples:

Teacher: (holds up a picture of someone drinking)
Denny, what did you drink?
Denny : I drank some water.

Teacher: (holds up a picture of someone eating)
Frika, what did you eat?
Frika : I ate some rice.

Teacher: (holds up a picture of someone bringing or carrying something)
Dinihse, what did you bring?
Dinihse: I brought some taro.

Note: You may prompt them if you need to; the main idea is that they can create a sentence using drank, ate, or brought.

Scoring:

Each child can receive 1 point for using the past-tense verb correctly. You may want to test the students on more than one verb apiece. If you do, be sure to score each of the verbs separately.

ACHIEVEMENT TEST: BOOK SEVEN, Unit V

Test B

Structure to be tested: /ey/

Items required: Pencil, and paper numbered 1-10.

Instructions:

Tell the students that you are going to say some words. Some of the words have the sound /ey/ in them, and some do not. If they hear the sound /ey/, they are to mark a "1" on their papers. If they don't hear the sound /ey/, they are to mark a "2" on their papers. Give them three examples:

Examples:

day	1
way	1
duck	2

Test-items:

1.	ray	1
2.	brake	1
3.	sick	2
4.	take	1
5.	main	1
6.	red	2
7.	heat	2
8.	brain	1
9.	say	1
10.	not	2

Scoring:

Each child can receive a possible 10 points.

BOOK SEVEN, Unit VI

Listening Comprehension Narrative

One day when Marietta and Jonathan came home from school they heard some noise under the house. "What's that?" asked Jonathan.

"I don't know," said Marietta. "Let's find out."

They crawled quietly under the house. Marietta said, "Shhh! Walk quietly. Don't make any noise." She was standing looking into a big box.

Jonathan crawled over quickly and quietly. There in the box was their cat Miki. In the box with Miki were four tiny kittens.

"Can I touch them?" Jonathan asked.

"Yes, but do it slowly and carefully," said Marietta.

Jonathan patted the kittens slowly and carefully. They were soft and warm. Jonathan lifted one into his lap. Suddenly Miki growled and scratched him. He put the kitten back quickly.

"We'd better go," said Marietta. "Miki's angry."

When they crawled out Mother saw them. "What were you doing there?" she asked.

"Miki has four kittens," Jonathan said. "I touched them. They were soft and warm."

Mother said, "Walk quietly when you go to see them. Pat them slowly and carefully."

"We will, Mother," the children said.

Structures previously taught: Regular past tense verbs.

New for production: -ly adverbs

New for recognition: Clauses beginning with when.

BOOK SEVEN, Unit VI

Lesson 1

A. Aim of Lesson: Review: Regular past tense verbs.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "I Have Two Hands"
2. Present Listening Comprehension Narrative.
3. Ask comprehension questions in Ponapean.
4. Ask children if they have any cats at home. Talk about pets they may have.
5. Repetition Practice:

   Marietta and Jonathan crawled under the house.
   Jonathan patted the kittens.
   Miki growled and scratched him.

6. Have class dramatize sentences from #5 as teacher says them. Then have children repeat after teacher and do the action at the same time.
7. Pronunciation practice: /d/, /t/, /id/

   Action Rhyme: A little kitten I touched
   So warm and soft.
   A little kitten I patted
   So warm and soft.
   The mother cat growled
   And hunched her back.
   The mother cat scratched
   And I put her baby back.

8. Dialog:

   Jonathan: Miki has four kittens. I touched them.

   Markos : Did she scratch you?

   Jonathan: Yes. When I lifted one.

   (Follow dialog procedure.)

9. Reading:

This is Miki.
She's Marietta's cat.
She has four kittens.
Baby cats are kittens.

This is Spark.
She's Jonathan's dog.
She has three puppies.
Baby dogs are puppies.

(Follow standard reading procedure.)

BOOK SEVEN, Unit VI

Lesson 2

A. Aim of Lesson: Teach: Adverbs ending in -ly, slowly, carefully, quietly.

B. Visual Aids: Pictures for poem.

C. Procedure:

1. Poem: Animal Babies

(1) I see one kitten
Sitting in a hat.
It is the baby
Of Mrs. Cat.

(2) I see two piglets
Dancing a jig.
They are the babies
Of Mrs. Pig.

(3) I see three tadpoles
On the road.
They are the babies
Of Mrs. Toad.

(4) I see four chicks
Playing in a pen.
They are the babies
Of Mrs. Hen.

(5) I see five mice
Underneath the house.
They are the babies
Of Mrs. Mouse.

2. Present Listening Comprehension Narrative.

3. Ask comprehension questions:

How did Jonathan and Marietta crawl?
What did Marietta tell Jonathan about making noise?
How did Jonathan pat the cats?
What did Mother tell them to do?

4. Dialog:

Marietta: Shhh! Walk quietly. Mother is sick.

Jonathan: Shall I carry the baby? He's crying.

Marietta: Yes. But do it slowly and carefully.

(Follow dialog procedure.)

5. Commands: Teacher gives commands, children do actions.

Walk slowly around the room
Jump quietly once!
Close the windows carefully.
Open your books quickly.

BOOK SEVEN, Unit VI

Lesson 2

6. Sing: "Good-bye John"

7. Reading: Write on the board.

   Mother is sick. She has a headache.
   We must walk quietly.
   We must walk slowly and carefully.
   We must let her sleep.

   (Follow standard reading procedure.)

8. Erase the underlined words. Let children copy and fill in blanks from scrambled word list to left of the story.

BOOK SEVEN, Unit VI

Lesson 3

A. Aim of Lesson: Practice using -ly adverbs.

B. Visual Aids: Pictures to go with poem.

C. Procedure:

1. Repeat rhyme from Lesson 1: "A Little Kitten I Touched"
2. Present Listening Comprehension Narrative.
   Ask comprehension questions in English.
3. Teacher gives a situation. Children tell how they will do something.
   a. You are late to school. The class has already begun.
      How will you walk into the room? (quietly)
   b. You are almost home. It looks as if it will rain.
      How will you walk? (quickly)
   c. Your baby brother is sleeping.
      How will you walk? (quietly, slowly, carefully)
   d. You are washing the good dishes.
      How will you wash them? (carefully)
   e. You have some flowers for a mwaramwar in a package.
      How will you carry the package? (carefully)
   f. The night is dark. You can't see anything.
      How will you walk? (slowly, carefully)
4. Dramatize the above situations.
5. Reading: Read poem.
6. Have children copy the poem to keep.

BOOK SEVEN, Unit VI

Lesson 4

A. Aim of Lesson: Continue practicing -ly adverbs.
Review: Past tense verbs.

B. Visual Aids: Flash cards of -ly adverbs.

C. Procedure:

1. Read Listening Comprehension Narrative.
   Ask comprehension questions in English.

2. Teacher tells children to do something and flashes a card to tell them how it should be done.

Teacher says:	Flash card:
a. Open the door.	slowly.
b. Walk around the room	quickly.
c. Sit down	quickly.
d. Push your chairs in	quietly.
e. Open the window	carefully.
etc.	

3. Teacher whispers to one child to do one of above actions.
   When he is finished he asks, "What did I do?"
   Class responds: "You walked quietly around the room."

4. Reading:

   On Sunday we went to church. We dressed carefully. We walked quickly to the church. The service had already started. We walked slowly and quietly into the church and sat down.

   (Follow standard reading procedure.)

5. Write the sentences scrambling the words. Have children write them in correct sentence form. For example:

   church, Sunday, went, We, to, on.

6. Have children read the sentences aloud.

BOOK SEVEN, Unit VI

Lesson 5

A. Aim of Lesson: Review of all other lessons.

B. Visual Aids:

C. Procedure:

1. Listening Comprehension Narrative. After the narrative is told, try to get children to tell the story. Teacher should prompt them.

2. Some of the children take individual roles and dramatize the story.

3. Read chorally the poem from Lesson 2.

4. Drill:

Teacher says:	Flash card:	Students say:
I walk.	quickly	I walked quickly.
I jump.	quietly	I jumped quietly.
I wash.	carefully	I washed carefully.

etc.

5. Reading:

Marietta was very sick. Mother called the doctor. He came quickly. He talked quietly. He examined her slowly and carefully.

(Follow standard reading procedure.)

6. Ask the following questions. Have children write the answers.

   a. Who was sick?
   b. Who did Mother call?
   c. What did the doctor do?
   d. How did he come?
   e. How did he talk?

7. Ask questions again and have pupils read their answers.

ACHIEVEMENT TEST: BOOK SEVEN, Unit VI

Structure to be tested: -ly adverb

Items required:
1) Randomized list of students.
2) Four words written on board: carefully, quietly, quickly, slowly.

Instructions:

Tell the students that you want them to make-up sentences using the words listed on the board. Tell them you will give them an action word (verb) to use; then you will call on someone to make-up a sentence.

For example:

Teacher: (Sara), walked.
Sara : I walked quietly into the room.

Use these verbs, in the order listed:

walked
opened
pushed
dressed
started
jumped
washed

Scoring:

Give each student 1 point for correct usage of the adverb, and 1 point for over-all good sentence structure. Figure class-percentage right accordingly.

BOOK SEVEN, Unit VII

Listening Comprehension Narrative

On Sunday afternoon, Lianter's mother brought her a new red bag from Kolonia. Carmen's mother brought Carmen a new red bag, too. They were exactly the same.

Lianter wanted to take her bag to school but her mother said, "No, don't take it to school." So she didn't. Carmen wanted to take her bag to school, too, but her mother said, "Save it for Sunday." So Carmen left her bag at home also.

Marietta's mother bought a new red bag for Marietta. It was exactly like Lianter's and Carmen's. Marietta took her bag to school on Monday. She got to school before the classrooms were open. Some of the girls were skipping rope. They called to her, "Come play with us, Marietta." So Marietta carefully placed her bag on a piece of paper on the ground and went to skip rope with the girls.

When the bell rang, the children went into the room. Marietta forgot her bag for she wasn't used to carrying one. She left her new red bag outside on the playground.

Soon a fifth grader came into the room with the new red bag. She told the teacher that the bag had been found on the playground. She wanted to know whose bag it was. The teacher asked, "Class, whose bag is this?"

Lianter looked at it. Carmen looked at it. "It's mine," they both stood up and shouted at once. "It's not yours," Carmen told Lianter. "It's mine. My mother brought it for me from Kolonia."

The two girls began pulling at the bag. "It's mine, it's mine," they both said.

Then suddenly they heard Marietta's voice. "Stop it." Marietta told the told the teacher, "It's not theirs. It's mine. My mother bought it for me at K.C.C.A. My name's in it."

The teacher looked in the bag and sure enough, there was Marietta's name written in it.

Lianter and Carmen were surprised. "I have a bag exactly like that," said Lianter. "I have one exactly like it, too." Carmen said. "We're sorry," they apologized to Marietta. "We both thought it was ours."

"That's okay," said Marietta. "You couldn't tell it wasn't yours. All of our bags are the same. You'd better put your name in yours."

Structures previously taught: new red bag
regular verbs, (past tense)
adverbial phrases of time
both

BOOK SEVEN, Unit VII

New for production: Possessive pronouns: mine, yours
ours, theirs
his, hers

New for recognition: Contrast of bought/brought
Marietta forgot her bag for she wasn't used to carrying one.

BOOK SEVEN, Unit VII

Lesson 1

A. Aim of Lesson: To teacher: Use of mine and yours.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Song: "What Shall We Do?"

2. Present listening comprehension narrative.

3. Ask comprehension questions:

   Who had a new red bag?
   Who took her new red bag to school?
   Where did she leave her bag when she went to skip rope?
   Why did she forget to take her bag into the classroom?
   Who found the bag on the playground?
   Who fought over the new red bag?
   Where did Marietta's mother buy the bag?
   How did the teacher know it was Marietta's bag?
   What did Lianter and Carmen say to Marietta when they learned that it was Marietta's bag?
   What did Marietta tell the girls they'd better put in their bags?

4. Pronunciation practi[illegible] 'a/

   Song: My hat it has three corners,
   Three corners has my hat,
   And had it not three corners,
   It would not be my hat.

   (Children might make paper hats that are three cornered before the song is taught. This is an action song. For my, point to self; for hat, point to top of head; for three, put up three fingers; for corners, bend left elbow and point to corner with right hand. Each time the song is sung, some words can be eliminated and actions substituted.)

5. Pass a box or paper sack around the room. Have each child place in the box something of his own - pencil, comb, etc. Teacher then takes the box and pulls out an item:

   Teacher: Whose comb is this? Is it yours, Maria?
   Maria : Yes, it's mine./No, it isn't mine.
   (After a few items have been returned to their owners, have different children take the role of the teacher.)

BOOK SEVEN, Unit VII

Lesson 1

6. Dialog: (Follow dialog procedure.)

Teacher : Whose bag is this?

Lianter : It's mine.

Carmen : It's not yours. It's mine.

Marietta: It's mine. My name's in it.

7. Reading: (Have written on the board.)

Marietta has a new red bag. Lianter and Carmen have new red bags, too.

Marietta took her bag to school. Carmen said, "It's mine." Lianter said, "It's mine. My name is in it."

Follow standard reading procedure.

8. Writing: Write short answers to the following questions:

1. What color is Marietta's new bag?
2. Where did Marietta take her bag?
3. What did Marietta say when Carmen and Lianter said, "It's mine."?

BOOK SEVEN, Unit VII

Lesson 2

A. Aim of Lesson: Review: mine and yours
Teach : his and hers

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "I Have Two Hands"

2. Present Listening Comprehension Narrative.

3. Ask comprehension questions.

4. Recite the rhyme "Animal Babies". Children can read from their copies if they don't remember.

5. Dialog: (Follow dialog procedure.)

Jonathan: Is this your pencil, Marietta?

Marietta: No, it isn't mine. It's hers (pointing to Carmen.)

Carmen : No, it isn't mine. It's his. (Pointing to Markos.)

Jonathan: Is this yours, Markos?

Markos : Yes. Thank you.

6. Reading: Read the dialog.

7. Writing: Answer the following questions:

   1. Who's pencil was it?
   2. Who found the pencil?
   3. Was the pencil Marietta's?
   4. Was the pencil Carmen's?

BOOK SEVEN, Unit VII

Lesson 3

A. Aim of Lesson: To review: mine, yours, his, hers.
To teach : ours.

B. Visual Aids: Pictures for narratives.

C. Procedure:

1. Sing: "My Hat It Has Three Corners"

2. Collect objects from various pupils. Holding up each object in turn:

   Teacher: Is this yours, Benito?
   Benito : No, it isn't. It's his. (Pointing to Dakio.)
   Teacher: Is it yours, Dakio?
   Dakio : No, it isn't. It's hers. (Pointing to Anna.)
   Teacher: Is it yours, Anna?
   Anna : Yes, it's mine.

   (Students may take place of teacher. Dialog continues until owner of object is found.)

3. Present listening comprehension narrative.

4. Ask comprehension questions.

5. Dialog:

   Carmen and
   Lianter : We're sorry. We both thought it was ours.

   Marietta: That's okay. You couldn't tell it wasn't yours.
   All of our bags are the same.

6. Drill:

Teacher	Class
Whose room is this?	It's ours.
Whose chairs are these?	They're ours.
Whose brooms are these?	They're ours.
Whose umbrella is this?	It's ours.
Whose ball is this?	It's ours.
Whose books are these?	They're ours.
Whose pen is this?	It's ours.
Whose mat is this?	It's ours.
Whose desks are these?	They're ours.
Whose pictures are these?	They're ours.
Whose bat is this?	It's ours.
etc.	

Lesson 3

7. Reading:

This room belongs to us. It's ours.
This pencil belongs to me. It's mine.
That comb belongs to you. It's yours.
That's John's dog. It's his.
That's Marda's cat. It's hers.

8. Writing: Copy the sentences and fill in the blanks with the proper words.

1. This pencil belongs to John. ____________.
2. This dog belongs to me. ____________.
3. This cat belongs to you.____________.
4. This room belongs to us.____________.
5. This comb belongs to Maria. ____________.

Lesson 4

A. Aim of Lesson: Review: mine, yours, his, hers, ours.
Teach : theirs

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "I Have Ten Fingers"

2. Present listening comprehension narrative and ask comprehension questions.

3. Pronunciation practice: /a/

Lambs are baby sheep,
They cry "maaaaaaa."
Kids are baby goats,
They cry "baaaaaa."
But my baby sister cries
"aaaaaaaaaah."

4. Dialog:

One day when Markos walked into the room he saw a new bat and ball on the teacher's desk.

Markos : Oh boy! We have a new bat and ball.

Teacher: No, we don't. It belongs to the fifth graders.

It's theirs.

Markos : Can we use it?

Teacher: Yes. We can borrow it for today.

5. Mixed Drill: Teacher asks questions and flips flash card at the same time. Children respond with his, her, yours, mine, ours or theirs according to words on the flash cards.

Flash card	Teacher	Class
this class's	Whose chairs are these?	They're ours.
John's	Whose pencil is this?	It's his.
fifth graders'	Whose ball is this?	It's theirs.
Anita's	Whose comb is this?	It's hers.
you	Whose book is this?	It's mine.
me	Whose umbrella is this?	It's yours.

Lesson 4

6. **Reading:**

This book belongs to me.
These desks belong to us.
These brooms belong to the fifth graders.
That pen belongs to Mrs. Smith.
That notebook is Jonathan's.
This pencil is for you.

7. **Writing:** Copy the sentences. After each sentence, write "It's ________." Fill the blank with his, hers, yours, mine, theirs or ours.

BOOK SEVEN, Unit VII

Lesson 5

A. Aim of Lesson: Review all possessive pronouns taught in this unit.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "My Hat It Has Three Corners"

2. Present listening comprehension narrative. See if children can tell the story. Perhaps each child could tell one paragraph. Words do not have to be exactly as they are in the original narrative.

3. Repeat chorally pronunciation practice from Lesson 4, (#3).

4. Pass around a box and have everyone place an object in it. Have one child (O) come up and pick out an object. He asks:

   O: Whose it this? Is it yours, X?
   X: No, it isn't mine. It's his. (Pointing to Y.)
   Y: No, it isn't mine. It's hers. (Pointing to Z.)
   Z: Yes, it's mine. Thank you.

5. Reading:

   Tony held up a pencil. It was a green pencil. He asked, "Whose pencil is this? Is it yours, Maria?"
   "No, it isn't mine," Maria answered. "It's John's."
   "No, it isn't mine," John said. "It's Rena's."
   "Yes, it is mine," said Rena. "Thank you."

6. Writing: Write complete answers to the following questions:

   1. Who held up the pencil?
   2. What color was it?
   3. Was it Maria's pencil?
   4. Was it John's pencil?
   5. Whose pencil was it?

ACHIEVEMENT TEST: BOOK SEVEN, Unit VII

Structure to be tested: possessive pronouns

Items required: Each student needs a paper and pencil.

Instructions:

Tell the students that you are going to read some sentences, two at a time. The second sentence will have a blank. On their papers, they are to write the pronoun that ends the sentence correctly. Give them several examples to answer orally first.

For example:

Teacher: This desk belongs to you. It's _______.
Class : yours
Teacher: This hat belongs to me. It's _______.
Class : mine
Teacher: This letter is for her. It's _______.
Class : hers

Have the students number their papers from 1 to 12. You may read the statements several times, if needed.

Note: On #1, 5, 9, and 11 there are two possible answers, depending on the frame of reference the individual student has. The first answer is preferred; however, the second one is also acceptable.

Scoring: There are 12 points possible per student.

Test-items:

1. This book belongs to me. It's (mine) (yours).
2. That dress belongs to Marda. It's (hers).
3. These balls belong to us. They're (ours).
4. These chairs belong to the first graders. They're (theirs).
5. This note is for me. It's (mine) (yours).
6. This umbrella is for Markos. It's (his).
7. This volleyball is for us. It's (ours).
8. This comb is for Anita. It's (hers).
9. That pencil belongs to you. It's (yours) (mine).
10. That pen belongs to James. It's (his).
11. This bread is for you. It's (yours) (mine).
12. Those notebooks belong to them. They're (theirs).

BOOK SEVEN, Unit VIII

Listening Comprehension Narrative

Once upon a time, a long, long time ago, there lived a very proud turtle on the island of Ponape. The turtle was very proud because he had the prettiest shell of all the turtles on the island. It was by far the prettiest of all turtle shells. It was the biggest, and hardest, and the shiniest of all shells.

Everyday, the proud turtle would walk up and down the seashore with his head high in the air. Whenever he met anyone, he would say, "My shell is prettier than yours. My shell is bigger, and harder and shinier than yours."

He met the cowry on the reef one day and he said, "Look at me, cowry! My shell is bigger, and harder than yours."

The cowry said, "Yes. Your shell is prettier than mine. Your shell is bigger and harder and shinier than mine."

He met a crab in the mangroves one day and he said, "Look at me, crab. My shell is prettier than yours. My shell is bigger and harder and shinier than yours."

And the crab said, "Yes, turtle. Your shell is prettier than mine. Your shell is bigger and harder and shinier than mine."

He met the lobster in the ocean cave one day. "Look at me, lobster," he said. "My shell is prettier than yours. My shell is bigger and harder and shinier than yours."

The lobster answered, "Yes, turtle. Your shell is prettier than mine. Your shell is bigger and harder and shinier than mine."

The turtle boasted to everyone. All who met him heard the same thing: "My shell is prettier than yours. My shell is bigger and harder and shinier than yours."

Then one day as he was strutting on the seashore, the turtle met a man. He said, "Look at me, man! My shell is bigger and harder and shinier than any shell on this island."

"So it is," the man agreed. "You speak the truth. Your shell is bigger and harder and shinier than any other. It is prettier than any other shell on this island. I wish I had a shell like yours." With that, the man scooped up the proud turtle and put him in a sack. He swung the sack onto his back and carried the turtle away.

The crab, the lobster, and the cowry watched the man carry the proud turtle away. "Poor, turtle," they said.

Now the prettiest, biggest, hardest, shiniest turtle shell on the island of Ponape hangs in the man's living room.

Structures learned previously: possessive pronouns
past tense of verbs

New structures for production: comparative adjectives
conjuction than
adverbs of place (prepositional phrases)

New structures for recognition: superlative adjectives

BOOK SEVEN, Unit VIII

Lesson 1

A. **Aim of Lesson:** Teach use of comparative adjectives.

B. **Visual Aids:** Pictures for narrative.
Realia for Drill (#5).

C. **Procedure:**

1. Sing: (To the tune of "White Coral Bells") Practice /k/ sound.

Cool coral sand along a calm lagoon,
Our canoe is crossing underneath the moon.
Stars looking down have secrets they can keep,
While the water's quiet and the world's asleep.

2. Present listening comprehension narrative.

3. Ask comprehension questions.

Where did the turtle live?
How did he walk?
Who did he meet in the mangroves?
Who did he meet on the reef?
Who did he meet on the seashore?
Who did he meet in the ocean cave?
What did he say to everyone he met?
What did the man do with the turtle?
Where is the turtle's shell now?

4. Dialog:

The boys were looking for shells on the reef one day. The tide was low.

Jonathan: Look! Here's a big shell.

Markos : It's pretty.

Wow! Look at this one! It's bigger.

Jonathan: And it's shinier, too.

---

5. Drill:

Teacher: (Pointing to a big shell) What's this?
Class : It's a big shell.
(Teacher points to a bigger shell.)
Class : That's a bigger shell.

BOOK SEVEN, Unit VIII

Lesson 1

long pencil - longer pencil
big box - bigger box
small book - smaller book
etc.

6. **Reading:**

Jonathan found a big shell. It was pretty.
Markos found a bigger shell. It was shinier, too.

Was Jonathan's shell big or small?
Was Markos' shell smaller or bigger?
Whose shell was shinier?

7. **Writing:**

Have children write out full answers to the three questions above.

BOOK SEVEN, Unit VIII

Lesson 2

A. Aim of Lesson: Review: Comparative adjectives.
Teach : Use of conjuction than.

B. Visual Aids: Pictures of narrative,
man and boy,
woman and girl,
tall tree next to a house.

C. Procedure:

1. Sing in rounds: "Cool Coral Sand"

2. Present narrative for listening comprehension.

3. Ask comprehension questions.

4. Dramatize the turtle's meeting with the crab, the cowry, the lobster. Have all the class repeat what the turtle said: "My shell is prettier than yours. My shell is bigger, harder and shinier than yours."

5. a. Have two boys stand up.
Ask children : "Who's taller, X or Y?"
Children answer: "X is taller than Y."

b. Have two girls stand up.
Ask children : "Who's shorter, A or B?"
Children answer: "A is shorter than B."

c. Have partners stand up. Taller ones say: "I'm taller than you." Shorter ones say: "I'm shorter than you."

d. Have two children in turn go to the board and make an "X" as high up on the board as they can.
Ask children : "Who can reach higher, C or D?"
Children answer: "C can reach higher than D."

e. Have partners go to the board and try "d". Those who can reach higher say "I can reach higher than he." The others say" "________ can reach higher than me."

6. Reading: (Show pictures as you read the story.)

This is Mr. David and Carlos.
Mr.David is taller than Carlos.

This is Mrs. David and Anita.
Anita is shorter than Mrs. David.

Lesson 2

Mr. and Mrs. David, Carlos and Anita live in this house. There is a big tree by the house. The tree is taller than the house.

7. **Writing:**

Copy the sentences in your notebook.
Draw a picture to go with the story.

BOOK SEVEN, Unit VIII

Lesson 3

A. Aim of Lesson: Review: Adverbs of place.

B. Visual Aids: Pictures for narrative, previous pictures of school and home activities.

C. Procedure:

1. Sing: "Good-bye John"

2. Present listening comprehension narrative.

3. Ask comprehension questions.

4.

Teacher	Class
Where did the turtle live?	On the island of Ponape.
Where did he meet the crab?	In the mangroves.
Where did he meet the cowry?	On the reef.
Where did he meet the lobster?	In the ocean cave.
Where did he meet the man?	On the seashore.

5. Individual questions:

Where do you play?
wash clothes
swim
study
eat
go fishing
sleep
run
read
do your homework
bathe
wash the dishes
pray

6. Teacher asks class: What do we do in school?
Individual students respond: We read in school.
write
play
sing
study etc.
Teacher asks class: What do we do at home?
Individuals respond: We wash the dishes.
sweep the house.
wash our clothes.
help our parents. etc.

Lesson 3

7. **Reading:** Make up a reading lesson from children's responses to questions above.

We read and write in school.
We play and sing in school.
We wash the dishes and sweep the house at home.
We help our parents.

8. **Writing:** Copy the sentences below and fill in the blanks with your own words.

We _______ and _______ in school. We _______ and _______, too.
At home we _______ and _______. We help our parents.

BOOK SEVEN, Unit VIII

Lesson 4

A. Aim of Lesson: Review: Comparative adjectives.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "This Is The House"

   This is the house where I live,
   Where I live, where I live.
   With mother, and father, and
   Sister and brother,
   The family all together.

   (Watch pronunciation of words ending with "-ther.")

2. Present listening comprehension narrative.

3. Ask comprehension questions. See if any student can tell the story.

4. Have two of each object on each pupil's desk. Two pencils, two books, two erasers, two boxes, etc.

   Teacher clues by giving the word:

   Teacher: (Pointing to an individual) bigger
   Student: The red book is bigger than the blue book.
   Teacher: (Pointing to another individual) shorter
   Student: The yellow pencil is shorter than the green pencil.

   (Also use longer, taller, prettier, shinier, smaller.)

5. Place some of the objects used in #4 on the table. Have children say once again something about the two objects. Do not cue them this time.

6. Reading: The yellow pencil is shorter than the blue one.
   The white box is smaller than the red box.
   The red book is prettier than the brown book.
   The pink shell is bigger than the brown one.

7. Writing: Copy the sentences and draw pictures for each sentence.

Lesson 5

A. Aim of Lesson: Review all structures learned in this unit.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "This Is the House"

2. Present narrative.

3. Dramatize story. Assign children to be the man, the crab, the cowry, the lobster and the turtle.
   Set up room so that a group of chairs could be the mangroves, a big box or area under a table could be the cave, the top of a table could be the reef and a mat could serve as the seashore.
   Explain the props to the children. When assigning parts, tell them to go into the cave, on the reef, etc.

4. Ask comprehension questions about the narrative.

5. Sing: "Cool Coral Sand"

6. Reading:

   The turtle was very proud. He said, "My shell is prettier than yours. My shell is bigger, harder, and shinier then yours."

   The crab said, "Yes. Your shell is prettier than mine. Your shell is harder, bigger and shinier than mine."

7. Writing: Copy the sentences and try to fill in the blanks.

   My shell is ________ than yours. It's ________, ________ and ________ than yours.

   Your shell is ________ than mine. It's ________, ________ and ________ than ________.

ACHIEVEMENT TEST: BOOK SEVEN, Unit VIII

Test A

Structures to be tested: adverbial phrases of place

Items required:
1) Randomized list of students.
2) Flashcards: play, wash, swim, work, eat, run, pray, sleep.

Instructions:

Review the flashcard words with the class orally. Tell the students that you will show a flashcard and call on an individual. That student is to make-up a sentence using that word and an adverbial phrase of place. (Of course, no child is expected to know the meaning of this term, but show him what you mean through examples.)

For example:

Teacher: holds up card sleep
Student: I sleep on a mat.

Teacher: holds up card swim
Student: I swim in the river.

Scoring:

Give each child 1 point for correct form and usage of the adverbial prepositional phrase.

ACHIEVEMENT TEST: BOOK SEVEN, Unit VIII

Test B

Structures to be tested: comparative adjectives with *than*

Items required: Randomized list of students.

Instructions:

Tell the students that you will call on an individual and then say a sentence. The student is to respond with a comparable sentence using a comparative adjective and the word *than*.

For example:

Teacher: I have a big house.
Student: I have a bigger house than you do.
(or, I have a bigger house than yours.)
(or, I have a bigger house than you have.)

Teacher: My hair is short.
Student: My hair is shorter than yours.

Scoring:

Give each student 1 point for the correct comparative form, 1 point for proper use of than, and 1 point for over-all good sentence structure.

Test-items:

1. I have a long boat.
2. I have a big pancake.
3. This tree is tall.
4. That man is short.
5. My shirt is long.
6. My jeep is shiny.
7. I can climb high.
8. I am tall.
9. That mountain is high.
10. My report is short.
11. I have a small dog.
12. My father is big.
13. I have a shiny ring.
14. My house is small.

ACHIEVEMENT TEST: BOOK SEVEN, Unit IX

Listening Comprehension Narrative

Once there lived in Wapar a big black pig with her four little pigs. They were named Pinky, Porky, Patty and Teeny. They all belonged to Mr. Santos.

The little pigs were all lazy, fat and dirty. All of them were lazy, fat and dirty except Teeny.

Pinky was the dirtiest. She sat in the mud all day. Porky was the fattest. He ate and ate all day long. Patty was the laziest. She slept all day, except when she was eating. And Teeny -- well, he was the smallest of them all.

Every morning and evening, Mr. Santos and his two children fed the pigs. The pigs grew bigger and bigger; all except Teeny. Mr. Santos became happier and happier. Soon the pigs would be big enough to sell.

Pinky, the dirtiest pig, Porky, the fattest pig and Patty the laziest pig often laughed at Teeny. "You're the smallest of us all. You're not dirty. You're not lazy or fat either. Maybe you're not a pig." Teeny was very unhappy. He tried to eat plenty and sleep long so he would grow, but he just couldn't.

Then one morning as the farmer and his two children fed the pigs, he said, "Tomorrow I'll sell the pigs. They are big now except for Teeny. He is so small. I wonder if anyone will buy him."

He's too small, isn't he? The farmers won't buy him, will they?" the children said hopefully. "Don't sell Teeny, father" the children begged. "Sell Pinky. She's the dirtiest. Sell Porky. He's the fattest. And sell Patty. She's the laziest. But don't sell Teeny. We want to keep him for a pet. He's so small. And he's clean, too."

"Oh, okay," father said. "You may keep him. He's too small anyway."

So the next day Pinky, the dirtiest pig was sold. Porky, the fattest pig was sold, too. And Patty, the laziest pig was sold also. They were all sold except for Teeny, the smallest pig. He was kept as a pet by the children.

Structures taught previously:	appositives; past tense of irregular verbs; comparative adjectives
New structures for production:	superlative adjectives; of all; of the four
New structures for recognition:	tag questions; except

BOOK SEVEN, Unit IX

Lesson 1

A. Aim of Lesson: Review: Comparative adjectives
Introduce: Superlative adjectives

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Sing: "Slowly, Slowly, Row Your Boat"

   Slowly, slowly row your boat,
   Row your boat, row your boat.
   Slowly, slowly row your boat,
   All around the reefs.

   (Pay particular attention to /ow/ sound in slow, row, boat.)

2. Present listening comprehension narrative.

3. Ask comprehension questions. Suggested questions:

   What were the four pigs' names?
   Did they live in Kolonia?
   Who did the pigs belong to?
   Which pig was the fattest? the dirtiest? the laziest? the smallest?
   Which pigs did Mr. Santos sell?
   Which pig did the children keep?
   Was Teeny a dirty pig?
   Why did Mr. Santos become happier and happier each day?
   Who was lazier -- Pinky or Patty?
   Who was fatter -- Teeny or Porky?
   Who was dirtier -- Pinky or Teeny?
   Who was smaller -- Porky or Teeny?

4. Verse for choral reading:

   Four little pigs lived in Wapar.
   Pinky, Porky, Patty and Teeny.

   Pinky : I'm dirtier than Porky,
   and Patty, and Teeny.

   Porky : I'm fatter than Pinky,
   and Patty, and Teeny.

   Patty : I'm lazier than Pinky,
   and Teeny, and Porky.

   Teeny : And I'm smaller than Pinky,
   and Patty, and Porky.

a. Teacher should read the verse through using the pictures from the narrative of the individual pigs.

b. Teacher repeats lines one by one. Children listen, Then repeat after teacher.

c. Teacher divides class into four groups. All the groups say the first two lines. Then each group takes one line according to which pig's part they have been assigned.

5. Reading: (Choral verse from #4 on previous page.)

6. Writing: Copy the verse in your notebook to keep. Skip two lines at the end of each stanza.

BOOK SEVEN, Unit IX

Lesson 2

A. Aim of Lesson: Teach : Superlative adjectives.
Review: Comparative adjectives

B. Visual Aids: Pictures for narrative; real objects.

C. Procedure:

1. Recite choral verse from Lesson 1.

2. Present listening comprehension narrative.

3. Ask comprehension questions.

4. Sing: "Slowly, Slowly Row Your Boat"

5. Teacher asks:

   Who was the dirtiest pig?
   Who was the fattest pig?
   Who was the laziest pig?
   Who was the smallest pig?

   Teacher then adds to the choral verse a last line to each verse:

   I'm the dirtiest of the four little pigs.
   fattest
   laziest
   smallest

6. Have children in the first row stand up.
   a.

Teacher:	Students:
Who is the smallest?	X is the smallest.
Who is the biggest?	Y is the biggest.

   (Continue with other rows.)

   Have books of various sizes and colors: Ask children which is the smallest/biggest.

   b. Have pencils of various colors and lengths. Ask children which is the longest/shortest. (Use colored ribbons or strips of material or paper to give more practice with shortest/longest.)

7. Reading: Write the verse for choral reading with the final line added. Follow standard procedure for reading.

8. Writing: Have children copy the last line of the verse into their notebooks.

BOOK SEVEN, Unit IX

Lesson 3

A. Aim of Lesson: To continue teaching superlative adjectives.

B. Visual Aids: Pictures for narrative; pictures of three children, (2 boys, 1 girl); four pencils, five balloons.

C. Procedure:

1. Pronunciation practice: /ow/

   A: Do you row a boat with a pole?
   B: No. You row with paddles.

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog: (Follow dialog procedure.)

   Markos : I'm the tallest boy in the class. Poor John.
   He's the shortest.

   Jonathan: He may be the shortest but he's the smartest.

4. Using pictures provided and realia:

   Who is the tallest of the three?
   Who is the shortest of the three?
   Which is the longest of the four pencils?
   Which is the shortest of the four pencils?
   Which balloon is the smallest?
   Which balloon is the biggest?
   Which one is the highest?

   (Using real flowers)

   Which flower is the smallest?
   Which is the biggest?
   Whish is the prettiest?

   Which pig is the fattest?
   Which pig is the smallest?
   Which pig is the laziest?
   Which pig is the dirtiest?

Lesson 3

5. Reading: Using picture of three pencils: Talk about how many pencils there are and which is the longest and which is the shortest. Then write on board:

Here are three pencils.

The blue one is longer than the yellow one.

The yellow one is longer than the red one.

The blue one is the longest of the three.

6. Writing: Tell children they are to use the words shorter and shortest instead of longer and longest this time. Have them write a story similar to the one above.

BOOK SEVEN, Unit IX

Lesson 4

A. **Aim of Lesson:** To continue teaching superlative adjectives.

B. **Visual Aids:** Pictures for narrative; picture of three children.

C. **Procedure:**

1. Sing: "Slowly, Slowly Row Your Boat"

2. Present listening comprehension narrative and ask questions.

3. Showing picture of the three children, teacher tells class about Markos.

   Markos is nine years old. He has a brother, Paulito. Paulito is five years old. He has a sister, Anna. Anna is two years old.

   Who's the tallest?
   Who's the shortest?
   Who's the oldest?
   Who's the youngest?
   Is Markos taller than Anna?
   Is Anna older than Paulito?

4. Reading: (Follow standard reading procedure.)

   Markos is taller than Paulito and Anna.
   He's the tallest of the children.
   He's the oldest, too.
   Paulito is older than Anna.
   Anna is the youngest.
   She's the smallest.

5. Writing: Write the -er and -est forms of the following adjectives.

small	smaller	smallest
short		
long		
big		
old		
dirty		
lazy		
young		
fat		

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. A Game of Threes: This is a game of threes and this is the way it's played.

John : Name three tall trees.
Marietta: The mango tree, the papaya tree and the soursop tree.
John : Which is the tallest of the three?
Marietta: The mango tree. Name three small animals.
Peter : The cat, the dog and the rat.
Marietta: Which is the smallest?
Peter : The rat. Name three pretty flowers. etc.
(Teacher could suggest the categories if students have difficulty.)

2. Poem: "We"

We have the smallest house of all,
The smallest yard, they say,
But we're the happiest folks in town,
We love both work and play.

3. Present listening comprehension narrative and ask questions.

4. Do once more the choral verse from Lesson 2 of this unit.

5. Sing: "Slowly, Slowly Row Your Boat"

6. Reading: "A Deer and A Turtle"

One day a deer met a turtle. The deer told the turtle, "You're very slow. You're the slowest animal in the forest."

"Let's see how fast you are," said the turtle. "Let's run to that tree tomorrow."

The race began early the next day. Poor turtle! He was far behind.

The deer stopped to rest. He went to sleep. He woke up in the afternoon. He ran to the tree. Who was there? The turtle! Who ran faster?

7. Writing: Have children copy the poem (#2) into their notebooks.

ACHIEVEMENT TEST: BOOK SEVEN, Unit IX

Structure to be tested: Superlative adjectives

Items required:
1) Randomized list of students.
2) Flash cards of words: dirty, fat, lazy, small, big, short, pretty, tall.

Instructions:

Tell the class that you are going to say a word and show a flashcard of it. Then you will call on a student to make-up a sentence using a superlative form of that word.

For example:

Teacher: dirty
Student: The pig was the dirtiest animal there.

Teacher: small
Student: I'm the smallest girl in the class.

Scoring:

Give each student 1 point for using the superlative form correctly.

Listening Comprehension Narrative

When Jonathan came home from school one day, Martin told him, "We have new neighbors. They're from Majuro."

"They don't have children, do they?" Jonathan asked.

"Yes, they do. Two boys. Jao's six and Ben's nine," Martin said.

"They don't speak Ponapean, do they?" Jonathan asked.

"No," Martin answered. "But they speak English. You can talk to them. Let's go play with them."

"Not until you gather some snails for the pig," mother said. "Why don't you take Jao and Ben with you?"

"That's a good idea," Jonathan said. So Martin and Jonathan took Jao and Ben snail hunting with them. They went to a wet grassy spot behind the school.

"Look!" Jao said. "Those are sea shells, aren't they?"

"No. Those are snails. That's what we want to gather," Martin told him.

"You don't eat them, do you?" Ben asked.

"No, we feed them to the pigs. I don't look like a pig, do I?" Jonathan laughed.

The four boys gathered the snails quickly. There were some on the vines, some on the trees and some on the ground. Soon their bucket was full.

"C'mon, let's go. We'll cook these and feed them to the pigs," Jonathan said. "They don't have any food to eat."

So they all went home to feed the pigs. When he saw the ten little pigs in the pen, Jao said, "Those aren't all yours, are they?"

"Yes, they are," said Martin. "Father bought them for us. Five for Jonathan and five for me."

"They can eat, can't they?" Jao said.

"Yes. They eat like pigs. And if they don't have any food they squeal and squeal," said Jonathan.

"They can break the pen, can't they?" asked Jao.

"No, they're too small yet," said Jonathan.

"Oh-oh. It's getting dark," said Martin.

"It's going to rain, isn't it?" Ben asked.

"Yep. We'd better go. We'll see you tomorrow," Jonathan said.

"Okay. So long."

Structures previously taught: Let's . . . .
Father bought them.
Use of negative contractions
Personal pronouns

New for production: Tag questions--affirmative statements with negative tags; negative statements with affirmative tags

New for recognition: some and any

BOOK SEVEN, Unit X

Lesson 1

A. Aim of Lesson: Teach: They don't ________, do they?

B. Visual Aids: Pictures for narrative.
Puppets for Martin and Jonathan.

C. Procedure:

1. Song: "Pearly Shells" (Watch carefully pronunciation of /s/ and /sh/ sounds.)

2. Present listening comprehension narrative with pictures. Ask comprehension questions.

3. Suggested comprehension questions:

   Where are Jao and Ben from?
   Do they speak Ponapean?
   What language do they speak besides English?
   What did the boys go to gather?
   What did they do with the snails?
   Whose pigs were the ten in the pen?
   What do the pigs do if they have no food?
   Are the pigs very big?
   Who bought the pigs for the boys?
   Can the pigs break the pen?

4. Dialog: (Follow standard procedure for dialog presentation.)

   Martin : We have new neighbors. They're from Majuro.

   Jonathan: They don't have children, do they?

   Martin : Yes, they do. Two boys. Jao's six and Ben's nine.

   Jonathan: They don't speak Ponapean, do they?

   Martin : No. But they speak English. You can talk to them.

BOOK SEVEN, Unit X

Lesson 1

5. **Drills:**

a. Substitution drill:

Teacher	Students
They don't have children, do they?	They don't have children, do they?
pigs	They don't have pigs, do they?
	etc.
money	
pencils	
flowers	
books	
etc.	

b. Substitution-transformation drill:

Teacher	Students
They don't speak Ponapean.	They don't speak Ponapean, do they?
English	They don't speak English, do they?
Chinese	etc.
Palauan	
Marshallese	
Japanese	
Trukese	
Saipanese	
Yapese	
etc.	

6. **Reading:**

Jonathan and Martin have new neighbors. They're from Majuro. There are two boys. Their names are Jao and Ben. Jao is six and Ben is nine. They don't speak Ponapean. They speak Marshallese and English. They are Jonathan and Martin's new friends.

7. **Writing:** Copy and complete the following questions. Then answer the questions.

a. Jonathan and Martin don't have new friends, ________?
b. Jao and Ben don't speak Ponapean, ________?
c. Jao and Ben don't speak English, ________?
d. Jao and Ben don't speak Marshallese, ________?
e. Jonathan and Martin don't speak Ponapean, ________?

BOOK SEVEN, Unit X

Lesson 2

A. Aim of Lesson: Teach the structures: Those/They are ________, aren't they.
You ________, don't you?

B. Visual Aids: Pictures for narrative.
Pictures of objects for drill.

C. Procedure:

1. Pronunciation: /p/-/b/. Teacher says; students repeat:

   Ben saw ten baby pigs in the pen.
   The baby pigs in the pen are big and fat.
   Ben likes the ten baby pigs in the pen.

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog: (Follow standard dialog procedure.)

   Jao : Those are sea shells, aren't they?

   Martin : No. Those are snails.

   Ben : You don't eat them do you?

   Jonathan: No. We feed them to the pigs.

4. Drills:

   a. Response drill: Teacher holds up a picture and gives word cue. (Picture and cue need not necessarily match.)

½ class	½ class
Those are sea shells, aren't they?	No, they aren't./ Yes, they are.
pencils	
tables	
chairs	
pineapples	
girls	
etc.	

Lesson 2

b. Substitution drill:

Teacher	**Students**
You don't eat them, do you?	You don't eat them, do you?
like	You don't like them, do you?
gather	etc.
see	
cook	
smell	
sell	
buy	
etc.	

5. Reading:

Martin and Jonathan took Jao and Ben with them to gather snails. Jao saw some snails and asked, "Those are sea snails, aren't they?"

"No," Martin answered. "Those are snails."

"You don't eat them, do you?" Ben asked.

Jonathan answered, "No. We feed them to the pigs."

6. Writing: Have children write complete answers to the following questions:

a. Who went to gather snails?
b. What did Jao say when he saw the snails?
c. What did Ben ask?
d. What do the boys do with the snails?
e. Jao and Ben came from Majuro. Do you think there are snails on Majuro?

BOOK SEVEN, Unit X

Lesson 3

A. Aim of Lesson: Teach negative tags: Those are _______, aren't they?
Those are _______, can't they?

B. Visual Aids: Pictures for narrative, pictures of animals for drill, action pictures.

C. Procedure:

1. Song: "Pick Up Sand" (To the tune of "The Paw Paw Patch")

Pick up sand, put in in a bucket (3 times)
Way down south by the old seashore.

Swing the bucket but don't spill any (3 times)
Way down south by the old seashore.

Put the bucket down, dance around it (3 times)
Way down south by the old seashore.

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog: (Follow standard dialog procedure.)

Jao : Those are all your pigs, aren't they.

Martin: Yes. Five are for Jonathan and five for me.

Jao : They can eat, can't they?

Martin: Yes. They eat like pigs.

4. Drills:

a. Response drill: (Teacher gives word cue and flashes pictures. Responses should be yes or no according to picture and word cues.)

½ class	½ class
Those are all your pigs, aren't they? chickens carabaos dogs cats etc.	No/Yes they aren't/are.

Lesson 3

b. Substitution drill: (Teacher cues with pictures.)

They can eat, can't they?
sleep
jump
run
swim
sing
etc.

5. Reading:

Martin and Jonathan had ten pigs. Five were Martin's and five were Jonathan's. Their father bought the pigs for them.

The pigs eat snails. When they don't have any food to eat, they squeal and squeal.

6. Writing: Copy and fill in the blanks to make complete tag questions.

a. Martin and Jonathan have ten pigs, ________?
b. Five of them are Martin's, ________?
c. Their father bought the pigs, ________?
d. The pigs eat snails, ________?
e. The pigs squeal and squeal when they have no food, ________?

BOOK SEVEN, Unit X

Lesson 4

A. Aim of Lesson: To teach: It's ________, isn't it?

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Song: "Pick Up Sand"

2. Read listening comprehension narrative and ask comprehension questions.

3. Dialog: (Follow standard procedure.)

Jonathan: Listen to the pigs squeal!
Ben : They can break the pen, can't they?
Jonathan: No. They're too small yet.
Oh-oh. It's getting dark.
Ben : It's going to rain, isn't it?

4. Drills:

a. Substitution drill: (Cue with pictures.)

It's a watermelon, isn't it?
an orange
a papaya
an egg
a banana
an avocado
etc.

b. It's going to rain, isn't it?
going to be sunny
going to storm
going to be nice
going to be cold
going to be hot

5. Reading:

The littlest pig is black. It is smaller than the other pigs. It is very dirty. It is always hungry. It is Martin's pet pig. Martin likes it very much. He likes it more than all the other pigs.

Lesson 4

6. Writing: Complete the questions.

a. It's very ________, _________?
b. It's ________ than all the other pigs, ________?
c. It's always ________, _________?
d. ________ Martin's pet, _________?
e. ________ black, ________?

BOOK SEVEN, Unit X

Lesson 5

A. Aim of Lesson: To review all structures presented in this unit.

B. Visual Aids: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions in English.

2. Have children dramatize the story. Cue with pictures for narrative. Teacher should prompt where children have difficulty expressing themselves.

3. Drills:

a. Transformation drill:

Teacher	Students
Jao and Ben are Marshallese.	Jao and Ben are Marshallese, aren't they?
Palauan	
American	
Yapese	
Trukese	
Ponapean	
Saipanese	

b. Substitution drill: (Teacher gives one word cues.)

You're in the third grade, aren't you?
He
She
They
We
I

c. Response drill: (Teacher cues with word and picture.)

½ class	½ class
It's a pencil, isn't it?	Yes it is/No it isn't.
table	
notebook	
crayon	
book	
etc.	

ACHIEVEMENT TEST: BOOK SEVEN, Unit X

Structure to be tested: tag questions
(re-iterative statements)

Items required:
1) Pencil, and paper numbered 1-10 for each pupil.
2) Write these words on the board:
    do they   can't they
    aren't they   isn't it
    don't they
3) Write the test-items on the board but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to read some sentences to them that are written on the board. Each of the sentences is supposed to end with a tag question. They are to write in the tag question, selecting one from the list on the board.

Do these examples orally:

Teacher: The boys don't have the ball, _______?
Class : do they?

Teacher: They're going, _______?
Class : aren't they?

Test-items:

1. The children can swim, _____ _____?	can't they
2. You like to go the movies, _____ _____?	don't you
3. They don't like taro, _____ _____?	do they
4. This is the church, _____ _____?	isn't it
5. This principal and teachers are having a meeting, _____ _____?	aren't they
6. You go to church every Sunday, _____ _____?	don't you
7. Those are sea shells, _____ _____?	aren't they
8. Pigs don't eat grass, _____ _____?	do they
9. That's a new car, _____ _____?	isn't it
10. The women can make baskets, _____ _____?	can't they

Scoring: Each child can receive 10 points.

Lesson 5

4. Reading:

Jao and Ben are Marshallese. They're from Majuro. Jao is six years old and Ben is nine.

They don't speak Ponapean. They speak English and Marshallese. They speak English to Jonathan and Martin.

Jonathan and Martin are good friends with Ben and Jao.

5. Writing: Complete the following questions by referring to the reading.

a. ________ and ________ are Marshallese, ________?
b. ________ from Majuro, ________?
c. Jao isn't nine, ________?
d. Ben doesn't speak ________, ________?
e. ________ and ________ speak English, ________?

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ENGLISH

BOOK VIII

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ENGLISH

Book VIII

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
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Corpus (Book VIII)

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions--anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc., are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The Procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One half takes one role; other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song it you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands.

The teacher should first demonstrate the activity while the students watch. The second time they children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller and smaller groups until you get down to individual responses.

Reading and Writing Exercises: In Books VII and VIII there are reading and writing exercises included in each lesson. These exercises are for the purpose of reinforcing the oral structures. They are not designed as complete reading and writing programs in themselves.

There are student booklets for these exercises. Do the oral lesson first and then pass out the booklets to do the reading and writing parts.

We suggest that writing booklets be made for each child. Simply cut 8 x 10 lined paper into half and provide as many pages as there are per booklet. This way you will have all the students' papers from models 1-50 for each book.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

1. Indication of the structure(s) to be tested.
2. List of items needed to give the test, such as certain visual-aids.

3. Instructions as to how to give the test, usually including examples for the teacher and/or the students.
4. Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE NUMBER OF ACTUAL CORRECT ANSWER.

For example:

1. If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

2. If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses: 1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0

3. If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

4. Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

1. If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

2. If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of

students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

3. Here are the scores (actual correct answers) of the 20 children:
   5 8 5 5 9 10 10 4 0 0
   3 5 7 8 9 1 7 3 3 8

   Adding these scores together, the total count of actual correct answers is 110.

4. Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

5. Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. If would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books, the tests have been written to be presented aurally and responded to orally. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally to be answered on paper. These latter tests, being written rather than oral, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK EIGHT, Unit I

Listening Comprehension Narrative

Markos was always forgetting where he put things. One day he couldn't find his comb. He looked in his shirt pocket. He couldn't find his comb in his shirt pocket. He looked in his pants pocket. He couldn't find his comb in his pants pocket. He looked everywhere for his comb but he couldn't find it anywhere. Then Paulito came up to him and said, "Thanks for the comb." Markos had forgotten that he had loaned his comb to Paulito.

Another day, Markos couldn't find his pencil in school. The other boys and girls helped him look for it.

"What color is it?" they asked.

"It's yellow. It's a yellow pencil," he said.

"Is it long or short?" Marietta asked.

"It's long. It's a long yellow pencil. It's as long as yours," he said, pointing to her pencil.

"Does it have an eraser?" they asked.

"Yes. It's a long yellow pencil with an eraser."

The children looked and looked for the long yellow pencil with an eraser. But they couldn't find the pencil. Then Jonathan said, "There it is! It's on your ear, Markos!" All the children laughed at Markos.

Another day, Markos couldn't find his dog. Again he asked the boys to help him look. They all looked for the dog.

"What color is he?" the boys asked.

"He's brown. He's a brown dog."

"Is he big or small?" they asked.

"He's big. He's a big brown dog. He's as big as me."

"What's his name?" they asked.

"Bozo. He's a big brown dog named Bozo."

So all the boys looked for the big brown dog named Bozo. They asked everyone they saw, "Have you seen a big brown dog named Bozo?" But no one had seen the big brown dog.

After two hours of looking, the boys got tired. They sat down under the big tree by Markos' house. "Where could he be?" they wondered.

"Woof, woof." All the heads turned. There was Bozo tied to a post near the house. Markos had tied him that morning so Bozo wouldn't follow him to school.

Structures previously taught: Use of conjunction or.
Is he big or small?
Is it long or short?
Prepositions in, or, under.

New for production: Embedding of one sentence into another.
It's a pencil. It's long. It's yellow.
It's a long yellow pencil.

New for recognition: It's as long as yours.
He's as big as me.

BOOK EIGHT, Unit I

Lesson 1

A. Aim of Lesson: To review the use of the conjunction or.
To review adjectives.

B. Visual Aids Needed: Pictures for narrative.
Colored paper and flash cards for drills.

C. Procedure:

1. Song: "I Love to Go Awandering" (watch pronunciation of /ae/)

I love to go awandering
Along the mountain track
And as I go, I love to sing
My knapsack on my back.

Val-de-ri, val-de-ra
Val-de-ri, val-de-ra-ha-ha-ha-ha-ha
Val-de-ri, val-de-ra
My knapsack on my back.

2. Present listening comprehension narrative.

3. Ask comprehension questions. Suggested questions:
   a. Where did Markos look for his comb?
   b. Who had borrowed the comb?
   c. What did Paulito say when he returned the comb?
   d. What color was the pencil?
   e. Was it long or short?
   f. It didn't have an eraser, did it?
   g. Where did the children find the pencil?
   h. Where do you think the children looked for the pencil?
   i. What was the dog's name?
   j. He was small, wasn't he?
   k. How long did the boys look for the dog?
   l. Bozo wasn't black, was he?
   m. Where was Bozo?
   n. Why had Markos tied him there?

4. Dialog:

Markos: I lost my pencil.

John : Is it yellow or blue?

Markos: It's blue.

John : Is it long or short?

Markos: It's long.

BOOK EIGHT, Unit I

Lesson 1

5. Pattern Drills:

a. Substitution drill: (Cue with colored paper.)

Teacher	Students
Is it yellow or blue?	Is it yellow or blue?
green red	Is it green or red?
brown orange	
purple pink	
black white	
etc.	

b. Substitution drill: (Cue with flash cards.)

Teacher	Students
Is it long or short?	Is it long or short?
big small	Is it big or small?
fat thin	
fast slow	
wide narrow	

6. Reading:

Markos lost his pencil one day. It wasn't red or green. It was yellow. It was long. It was a long yellow pencil. All the children helped Markos look for his pencil.

7. Writing: Write the answers using complete sentences.

1. Who lost his pencil?
2. Was it a short pencil?
3. Was it a pink or a yellow pencil?
4. Who helped Markos look for his pencil?

Lesson 2

A. Aim of Lesson: To teach the embedding of one sentence into another.
It's a pencil. It's yellow. It's a yellow pencil.

B. Visual Aids Needed: Pictures for Narrative.

C. Procedure:

1. Song: "Pearly Shells" (watch pronunciation of /s/ and /š/.)

2. Pronunciation Practice: /s/ - /c/

watch	wash
witch	wish
shin	chin
share	chair
ship	chip

I will watch/wash the baby.
The witch/wish was silly.
My shin/chin hurts.
He sold his share/chair to the highest bidder.
The ship/chip is gone.

3. Present narrative and ask comprehension questions.

4. Dialog:

Markos: I lost my pencil.

John : Is it yellow or green?

Markos: It's yellow. It's a yellow pencil.

John : Is it a long yellow pencil or a short yellow pencil?

Markos: It's a long yellow pencil?

5. Pattern drills:

a. Expansion drill:

Teacher	Students
It's a pencil.	It's a pencil.
long	It's a long pencil.
yellow	It's a long yellow pencil.

BOOK EIGHT, Unit I

Lesson 2

Teacher	Students
It's a box	It's a box.
blue	It's a blue box.
large	It's a large blue box.
It's a book.	It's a book.
small	It's a small book.
red	It's a small red book.
It's an apple.	It's an apple.
red	It's a red apple.
big	It's a big red apple.

b. Multiple slot substitution:

It's a long yellow pencil.	It's a long yellow pencil.
short	It's a short yellow pencil.
red	It's a short red pencil.
crayon	It's a short red crayon.
long	It's a long red crayon.
white	It's a long white crayon.
coat	It's a long white coat.
short	It's a short white coat.
shirt	It's a short white shirt.
long	It's a long white shirt.

6. Reading:

The children helped Markos look for his pencil. They looked in his desk and in his pockets. They looked under the books and chairs. They looked on the desks. They couldn't find the long yellow pencil. Then Jonathan found the long yellow pencil. It was on Markos' ear.

7. Writing: Complete the following sentences:

1. They looked in ________ and ________.
2. They looked under ________ and ________.
3. They looked on________.
4. They all looked for the ________.
5. Jonathan found the pencil ________.

Lesson 3

A. Aim of Lesson: Continue to teach embedding.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation practice.

C. Procedure:

1. Song: "I Love to Go Awandering"

2. Pronunciation practice: /a/ - /c/

I wish I were a witch.
Watch me wash the baby.
Please share your chair with me.

3. Present listening comprehension narrative and ask comprehension questions.

4. Dialog:

One day Markos couldn't find his dog. He asked the boys to help him look for the dog:

John : What color is he?

Markos: He's brown. He's a brown dog.

John : Is he big or small?

Markos: He's big. He's a big brown dog.

John : What's his name?

Markos: Bozo. He's a big brown dog named Bozo.

5. Pattern drills:

a. Expansion drill:

Teacher	Students
He's a dog. He's brown.	He's a brown dog.
He's a brown dog. He's big.	He's a big brown dog.
He's a big brown dog. He's named Bozo.	He's a big brown dog named Bozo.

BOOK EIGHT, Unit I

Lesson 3

Teacher	Students
He's a farmer. He's a Ponapean.	He's a Ponapean farmer.
He's a Ponapean farmer. He's hardworking.	He's a hardworking Ponapean farmer.
He'a a hardworking Ponapean farmer. He's named Estakio.	He's a hardworking Ponapean farmer named Estakio.
He's a mechanic. He's named Jim.	He's a mechanic named Jim.
He's a mechanic named Jim. He's an American.	He's an American mechanic named Jim.
He's an American mechanic named Jim. He's a very good mechanic.	He's a very good American mechanic named Jim.
It's a bird. It's black.	It's a black bird.
It's a black bird. It's big.	It's a big black bird.
It's a big black bird. It's called a crow.	It's a big black bird called a crow.
She's a nurse. She's Marshallese.	She's a Marshallese nurse.
She's a Marshallese nurse. She's kind.	She's a kind Marshallese nurse.
She's a kind Marshallese nurse. Her name's Emi.	She's a kind Marshallese nurse named Emi.

BOOK EIGHT, Unit I

Lesson 3

6. Reading:

The children helped Markos looked for his dog. They looked under the house. They looked in the rooms. They looked all around and up and down the trails. But they couldn't find him. Then they saw him. The big brown dog named Bozo was tied to a tree. Markos had tied him near the house.

7. Writing: Write complete answers to the following questions:

1. What were the children looking for?
2. Whose dog was he?
3. Where did the children look for the dog?
4. Where did they find him?
5. Who had left him there?

BOOK EIGHT, Unit I

Lesson 4

A. Aim of Lesson: To continue the teaching of embedding.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Pronunciation practice: Use sentences from Lesson 3.
2. Present listening comprehension narrative and ask comprehension questions.
3. Review dialog from yesterday.
4. Put a picture of a small black cat on the board with name Frisky under it. Let students do a dialog variation using yesterday's dialog pattern.

John : What color is he?

Markos: He's black. He's a black cat.

John : Is he big or small?

Markos: He's small. He's a small black cat.

John : What's his name?

Markos: Frisky. He's a small cat named Frisky.

(Use pictures of other animals and have pupils make up other variations.)

5. Pattern drills:

a. Expansion drill:

He's a black dog. His name is Buddy.	He's a black dog named Buddy.
She's a tall girl. Her name's Nora.	She's a tall girl named Nora.
He's a policeman. His name is Joab.	He's a tall policeman named Joab.
There's a Paluan teacher. Her name's Kimiko.	There's a Paluan teacher named Kimiko.

They are twins. Their names are Sinefa and Sanefa.	They are twins named Sinefa and Sanefa.

b. Expansion drill:

We have a dog. It has a long tail.	We have a dog with a long tail.
There's a black pig. It has white spots.	There's a black pig with white spots.
We have a pig. It has a curly tail.	We have a pig with a curly tail.
Father has a scooter. It has no lights.	Father has a scooter with no lights.
There's a girl. She has a new handbag.	There's a girl with a new handbag.

6. Reading:

Carol is an American girl. She is afraid of lizards. One day a lizard crawled on her book. It was a brown lizard. It was big. It was ugly.

Carol screamed. She screamed loudly. She threw her book down. She threw it on the floor.

7. Writing:

Write the two paragraphs. Combine sentences 3,4,5 and 6. Also combine sentences 7 and 8, and 9 and 10.

BOOK EIGHT, Unit I

Lesson 5

A. Aim of Lesson: To review structures taught in previous four lessons of this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation practice.

C. Procedure:

1. Song: "I Love To Go Awandering"

2. Present listening comprehension narrative and ask comprehension questions. Have pupils tell parts of the story if they can.

3. Review all dialogs from previous lessons in this unit.

4. Pattern drills:

	Teacher	Students
a.	It's a pig.	
	It's black.	
	It's big.	
	It has short ears.	It's a big black pig with short ears.
	It's a pen.	
	It's blue.	
	It's new.	
	It has a refill.	It's a new blue pen with a refill.
	It's a table.	
	It's long.	
	It's high.	
	It has twelve legs.	It's a long high table with twelve legs.
	etc.	
b.	The house is old.	The house is old.
	big	The big house is old.
	very	The big house is very old.
	green	The big green house is very old.
	on the hill	The big green house on the hill is very old.
	My book is on the table.	My book is on the table.
	English	My English book is on the table.
	round	My English book is on the round table.
	in the library	My English book is on the round table in the library.
	etc.	

Lesson 5

5. **Reading:**

There's a teacher in our school. She is Marshallese. Her name is Inez. She doesn't like toads.

The boys in our class like to tease her. One morning they brought some toads to school. The toads were fat. They were brown. They were ugly. They had many large warts.

6. **Writing:** Combine whatever sentences you think can be put together.

ACHIEVEMENT TEST: BOOK EIGHT, Unit I

Test A

Structure to be tested: /š/ and /č/

Items required:
1) Randomized list of students.
2) Flashcards of these 4 words:
   watch wash share chair
3) Pencil, and paper numbered from 1-10 for each pupil.

Instructions:

Part 1: Tell the students that you are going to say some pairs of words. If the words sound alike, they are to mark on their papers "S" for"same"; if the words sound different, they are to mark "D" for "different". They are listening for the /š/-sound and the /č/-sound, and these sounds will occur at the beginning and ends of the words.

Examples:
cheer - sheer D
shear - shear S
cash - catch D
cash - cash S

Test-items:

1. chop - chop S
2. leash - leach D
3. choose - shoes D
4. latch - lash D
5. ditch - ditch S
6. sheet - sheet S
7. chop - shop D
8. dish - ditch D
9. cheat - sheet D
10. leach - leach S

Part 2: Tell the students that you are going to call on them individually to say a word on the flashcard that you hold up. Go through all four flashcards several times to acquaint the students with them. Using your randomized list, call on each individual once. Listen carefully to his pronunciation of either /š/ or /č/.

Scoring:

Part 1, each student can receive 10 points; part 2, each student can receive 1 point. Compute the two parts separately.

ACHIEVEMENT TEST: BOOK EIGHT, Unit I

Test B

Structure to be tested: embedding sentences

Items required: Randomized list of students.

Instructions:

After reviewing embedding sentences very briefly with the class, using sentences from Unit I, tell the students that you are going to call on them individually. You will give each student 2 sentences orally and he is to make them into one by embedding them.

Examples:

Teacher: John, it's a pencil; it's yellow.
John : It's a yellow pencil.

Teacher: Serihna, it's a long pencil; it's yellow.
Serihna: It's a long yellow pencil.

Test-items:

1. It's a ball. It's big.
2. It's a dog. It's brown.
3. It's a table. It's round.
4. It's a dress. It's pretty.
5. It's a chair. It's green.
6. It's a ship. It's white.
7. It's a car. It's blue.
8. It's a box. It's small.

1a. It's a big ball. It's orange.
2a. It's a brown dog. It's short.
3a. It's a round table. It's white.
4a. It's a pretty dress. It's pink.
5a. It's a green chair. It's tall.
6a. It's a white ship. It's large.
7a. It's a blue car. It's fast.
8a. It's a small box. It's red.

1b. It's a big orange ball. It's on the table.
2b. It's a short brown dog. It has a curly tail.
3b. It's a round white table. It has one leg.
4b. It's a pretty pink dress. It has sleeves.
5b. It's a tall green chair. It's beside the table.
6b. It's a large white ship. It's at the dock.
7b. It's a fast blue car. It has a flat tire.
8b. It's a small red box. It's on the desk.

Scoring: Each student can receive 1 point.

BOOK EIGHT, Unit II

Listening Comprehension Narrative

Leo, Takasi and Tony had gotten BB guns for Christmas. Every day after school, the three boys would practice shooting. They cut some poles and stuck them into the ground. On the tops of the poles they placed empty tin cans. These were their targets for practice. Every day, the boys would practice and every day they got better and better.

One day when they went to practice shooting, they saw a bird on one of the cans. Leo shot at it but he missed. The bird flew into a nearby tree. The three boys followed it. They could see the bird in the tree. Taka shot at it but he missed, too. The bird moved on to another tree. The three boys kept following it. Tony shot at it but he hit only the tip of the wing.

The bird kept flying from tree to tree and the boys kept following and shooting at it. Finally, all of them ran out of bullets. They decided they should go home. They didn't have any bullets to shoot with.

But when they tried to walk back, they didn't know which way to go. There wasn't any path and all they could see were some tall trees surrounding them.

It began to get dark. The boys were tired and cold and hungry. Tony found some candy in his pocket. They ate that. Then they got thirsty but they didn't have any water to drink. They didn't have any matches to start a fire with. They didn't have any blankets to keep them warm. Finally, they huddled together to keep warm and they all went to sleep.

"Tony! Leo! Taka!" The three boys jumped up. It was already morning and the sun was shining. "Tony! Leo! Taka!" They heard the voices calling them again.

"Here we are! We're here. Here!" The three boys shouted. Soon their fathers were there with them. The boys were very happy. Their fathers were very happy too. They all went home together.

Structures taught previously: past tense of irregular verbs

New structures for production: use of some and any

New for recognition: irregular verb see

Suggested questions for comprehension:

1. What did Leo, Taka and Tony get for Christmas?
2. What did they do every day after school?
3. Did they use trees for targets?
4. Do you think the boys liked the guns?
5. What did they see on the can one day when they went to practice?

6. How did the boys get lost?
7. What did Tony have to eat?
8. They didn't have matches, did they?
9. If they had matches, what could they have done?
10. Did the boys have a good night in the woods? Why not?
11. When did the boys get up?
12. Who found the boys?
13. Have you every been lost? Tell the class about it.

BOOK EIGHT, Unit II

Lesson 1

A. Aim of Lesson: To teach the use of the word some; They cut some poles.

B. Visual Aids Needed: Pictures for listening comprehension narrative.
Pictures for pronunciation lesson.
Pictures for pattern practice.

C. Procedure:

1. Pronunciation lesson: /uw/-/u/
(Teacher says the entire passage using pictures, while children listen. Then children repeat line by line after teacher.)

   Foolish Phil never looked where he was going. One day he thought the pool was full. Like a fool, he jumped in. But the pool wasn't full. Poor fool.

2. Read listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

   Taka, Tony and Leo got some guns for Christmas. They cut some poles and stuck them into the ground. They got some cans and put them on the poles. They used these as targets.

   Leo : Let's make some targets for practice.

   Taka: Yes. We'll get some poles.

   Tony: And we'll put some cans on the poles.

   Leo : We'll have some good targets.

   a. Who got BB guns for Christmas?
   b. What did the boys use to make their targets?
   c. Who made the targets?
   d. Do you think they made good targets?

4. Teach the dialog.

BOOK EIGHT, Unit II

Lesson 1

5. Pattern Practice: (Cue with pictures.)

   a. Substitution drill: (Teacher cues with plural pictures.)

Teacher	Students
They got some guns for Christmas.	They got some guns for Christmas.
balls	
dolls	
shirts	
pens	(Use plural object items you have pictures of.)
handbags	
crayons	
books	

   b. Substitution drill: (Cue with pictures of singular items.)

Teacher	Students
Leo got a gun for Christmas.	Leo got a gun for Christmas.
ball	
shirt	
pen	
pocket knife	
etc.	
Anita got a doll for Christmas.	Anita got a doll for Christmas.
dress	
blouse	
handbag	
skirt	
etc.	

6. Reading:

   Taka, Leo and Tony got some guns for Christmas. They made some targets to shoot at. They got some poles and some empty cans. They made some targets with the poles and cans.

7. Writing: Fill in the blanks.

   1. The boys got ________ ________ for Christmas.
   2. They made ________ ________ to shoot at.
   3. They got ________ ________ and ________ ________.
   4. They made ________ ________ with the poles and cans.

BOOK EIGHT, Unit II

Lesson 2

A. Aim of Lesson: To teach the use of the word any.

B. Visual Aids Needed: Pictures for narrative.
Pictures of plural objects for pattern practice.

C. Procedure:

1. Song: "The Happy Wanderer" (watch pronunciation of /a/)

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

The boys went to Tony's house to cut some poles. They were looking for empty tin cans, too.

Tony : We're going to make some targets.

We need some empty cans.

Mother: Look behind the house.

Tony : We can't find any behind the house.

Mother: See if there are any in the kitchen.

Tony : There're some here. Thank you.

a. What were the boys going to make?
b. Where did mother tell Tony to look for cans?
c. Did he find any behind the house?
d. Were there any in the kitchen?

4. Teach the dialog.

5. Pattern Practice: (Use pictures of plural objects from other lessons in this and other grade levels.)

a. We can't find any cans behind the house.
balls
pigs
dogs
hens
boxes
mops
etc.

BOOK EIGHT, Unit II

Lesson 2

b. Do you see any pigs? Yes, I see some.
kittens
puppies
etc.

6. Reading:

The boys went to Tony's house to cut some poles. They were looking for some empty cans, too. There weren't any behind the house. But they found some in the kitchen.

7. Writing: Fill in the blanks with the proper words.)

1. The boys went to Tony's house to cut ______ ______.
2. They were looking for ______ ______ ______, too.
3. There weren't ______ behind the house.
4. But they found ______ in the kitchen.

BOOK EIGHT, Unit II

Lesson 3

A. Aim of Lesson: To continue the use of some and any.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation lesson from Lesson 1.

C. Procedure:

1. Pronunciation Lesson: Go through pronunciation lesson from Lesson 1 of this unit. From group response, move on to individual responses from students. (Once child could say one or two lines.)

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

   It was dark. The boys still weren't home. Their parents were worried.

   Tony's father: They must be lost in the woods.
   We must look for them.

   Leo's father : Poor kids. They don't have any food or water.

   Taka's father: And they don't have any matches to make a fire.

   a. Who was worried about the boys?
   b. Why were they worried?
   c. Did the boys have food?
   d. They didn't have any matches, did they?
   e. They had some water, didn't they?

4. Teach the dialog.

5. Reading:

   The boys weren't home. It was dark. Their parents were worried. They knew the boys were lost. They didn't have any food or water. They didn't have any matches to start a fire.

BOOK EIGHT, Unit II

Lesson 3

6. Writing: Answer the questions in complete sentences.

   1. Who was worried when the boys didn't come home?
   2. Did the boys have any food or water?
   3. Did they have matches to start a fire with?

BOOK EIGHT, Unit II

Lesson 4

A. **Aim of Lesson:** To teach the use of There is/are in relation to some and any.

B. **Visual Aids Needed:** Pictures for narrative and pattern practice.

C. **Procedure:**

1. Song: "Three Fishermen"

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

When Leo got home, he was very hungry. He wanted to eat.

Leo : Do we have any rice, Mother?

Mother: No. We don't have any rice but we have some breadfruit. There is some fish too.

Leo : Are there any ripe bananas?

Mother: Yes, there are some on the table.

a. What did Leo want to do when he got home?
b. Was he hungry?
c. What did he ask for?
d. Did they have any rice?
e. What was there for him to eat?

4. Teach the dialog.

5. Pattern Practice: (Cue with pictures.)

There's some rice on the table.	There's some rice on the table.
bananas	There's some bananas on the table.
fish	There's some fish on the table.
pineapples	
yams	
etc.	

Lesson 4

There's some rice.	Is there any rice?
There are some bananas.	Are there any bananas?
There are some mangoes.	Are there any mangoes?
papayas.	
taro.	
breadfruit.	
etc.	

6. Reading:

When Leo got home, he was hungry. He wanted to eat. His mother told him, "There's some breadfruit and some fish. There are some ripe bananas, too."

7. Writing: (Fill in the blanks with the words is, there or are.)

1. ________ ________ any rice?
2. ________ ________ some ripe mangoes?
3. ________ ________ some coffee in the cup?
4. ________ ________ any breadfruit?
5. ________ ________ some sandwiches on the table?

BOOK EIGHT, Unit II

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Pictures for pronunciation lesson.

C. Procedure:

1. Pronunciation: Have various individuals say the pronunciation passage from Lesson 1 of this unit. Cue them with the pictures.

2. Present listening comprehension narrative and ask comprehension questions. Have children dramatize the story.

3. Dialog #1:

Tony : Did you buy some candy, Mother?

Mother: No, I didn't buy any candy.

But I bought some doughnuts.

4. Teach the dialog. Then have children do variations of the dialog by changing the underlined words. Have children work in pairs for dialog variation.

5. Dialog #2:

Mother: Would you like some milk?

Tony : Yes, I'd like some.

or

No, I don't want any.

(Again have children work in pairs and do variations.)

6. Reading:

Tony's mother had just come home from the store.
"Did you buy some candy?" Tony asked.
"No. I didn't buy any candy. But I bought some doughnuts. Would you like some?"
"No thanks. I don't want any now."

Lesson 5

7. Writing: (Fill in the blanks with some or any.)

1. Did you buy ________ fish?
2. No, I didn't buy ________. I bought ________ rice.
3. Would you like ________ apples?
4. Yes, I'd like ________.
5. How about ________ pineapples?
6. No thank you. I don't want ________.
7. We have ________ at home.

ACHIEVEMENT TEST: BOOK EIGHT, Unit II

Test A

Structure to be tested: There is/are
Some/any

Items required: 1) Paper numbered 1-10, and pencil for each pupil.
2) Write the test-item paragraph on the board but keep it covered, or write it on a large sheet of paper.

Instructions:

Tell the students that you are going to show them a paragraph that has some words missing. You will read over the paragraph with them first. Then they are to re-write the paragraph, filling in the blanks with one of these words or structures:

there is	some
there are	any
is there	

Examples:

I have ________ fish for you. (fill in some)
________ a letter for you. (fill in There is)

Test-items:

Do you have ________ paper?	any or some
No, I don't have ________.	any
________ some on the desk.	there is
________ a pencil in the desk?	is there
No, there isn't ________.	any
I have ________ crayons. Do you need ________?	some some or any
Yes, thank you.	
________ paints and ________ brushes here, too.	there are; some
Good. I'll need ________.	some

Scoring:

Each student can receive 10 possible points.

ACHIEVEMENT TEST: BOOK EIGHT, Unit II

Test B

Structure to be tested: /u/ and /uw/

Items required:
1) Randomized list of students.
2) Flashcards of these 4 words:
   pool pull look luke
3) Pencil, and paper numbered 1-10 for each pupil.

Instructions:

Part 1: Tell the students that you are going to say some pairs of words. If the words sound alike, they are to mark on their papers "S" for "same"; if the words sound different, they are to mark "D" for "different". They are listening for the /u/-sound and the /uw/-sound.

Examples:
stood - stewed D
full - fool D
stood - stood S
food - food S

Test-items:

1. pool - pull D
2. could - could S
3. luke - look D
4. should - shoed D (as in "shoed a horse")
5. cook - kook D
6. wooed - wood D
7. pull - pull S
8. luke - luke S
9. cooed - cooed S
10. should - should S

Part 2: Tell the students that you are going to call on them individually to say a word on the flashcard that you hold up. Go through all four flashcards several times to acquaint the students with them. Using your randomized list, call on each individual once. Listen carefully to his pronunciation of either /u/ or /uw/.

Scoring: Part 1, each student can receive 10 points; part 2, each student can receive 1 point. Compute the two parts separately.

BOOK EIGHT, Unit III

Listening Comprehension Narrative

Diana and Danny were twins. They were both teachers in a Ponapean school. They wanted to be better teachers. They went to the United States to study. They went to a college in California. They studied there for four years.

Now, finally, Diana and Danny were coming home to Ponape. They were very excited about coming home. They wanted to buy gifts to bring home to their friends and relatives on Ponape.

One day Diana went to a big department store in Los Angeles. She bought some skirts, blouses and handbags. Danny went to the department store, too. But he could not find anything that he thought would be a good gift.

On their way home from California, Diana and Danny had to stop in Hawaii and Guam. When they stopped in Hawaii, Danny went to a big department store there. He bought some aloha shirts. Diana went to the store with Danny. She bought some muumuus.

When they stopped in Guam, both Diana and Danny knew what they had to buy. They went to a department store and bought the gifts for their mother and father. They bought a transistor radio for their father. For their mother they bought a new wrist watch.

Now they were happy for they had bought gifts for all their relatives and friends. They brought all of these gifts home to Ponape with them.

When they arrived in Ponape, they were met by their friends and relatives at the dock. That night, their parents gave a big party for them. Diana and Danny were very glad to be home once more.

That night, after everyone had gone home, Diana and Danny brought the radio and the watch to their parent's room. All their brothers and sisters came in to see the radio and the watch. So Danny and Diana brought the shirts and muumuus into the room too. Their brothers and sisters tried them on.

The next day, Diana went to visit her friends. She brought the handbags, skirts and blouses to them. They were all very happy to receive the gifts. They were happy to get gifts bought in the States and Guam. They were grateful to Diana who brought all the gifts all the way to Ponape.

Structures taught previously: irregular verb go

New for production: bought, brought

New for recognition: when clauses

BOOK EIGHT, Unit III

Suggested Comprehension Questions:

1. Were Diana and Danny doctors?
2. What did the two of them want to be?
3. Where did they go to study?
4. How many years were they in the States?
5. What did they buy for gifts in Los Angeles? In Honolulu? In Guam?
6. Who was the radio for?
7. The watch was for their aunt, wasn't it?
8. Was everyone happy with their gifts?
9. Why were all their relatives and friends grateful?
10. Do you think Diana and Danny were glad to be home once again?

BOOK EIGHT, Unit III

Lesson 1

A. Aim of Lesson: To teach the use of bought.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "The Happy Wanderer"

2. Pronunciation Practice Rhyme: /iy/-/i/

Oh dear, what can the matter be?
My baby's sick as you can see.
She's got a stomachache, I fear
Oh dear, is there a doctor near?

Doctor, doctor, come here quick.
See my baby, she's very sick;
Doctor, doctor, will she die?
"No, my dear, and please don't cry."

3. Present listening comprehension narrative and ask comprehension questions.

4. Dialog and narrative:

Diana went to a big department store in Los Angeles. She bought some gifts to take home to her friends on Ponape. She bought some handbags. She bought some skirts and some blouses, too.

Diana: Look what I bought today!

Danny: They're nice. Where did you buy them?

Diana: I bought them at the new department store.

It's right across from Leed's Shoe Store.

Danny: I must buy some gifts, too.

a. Where had Diana bought the gifts?
b. Where was the department store?
c. What did Diana buy at the store?
d. What was she going to do with the things she bought?
e. Was Danny boing to buy some gifts, too?

BOOK EIGHT, Unit III

Lesson 1

5. Teach the dialog.

6. Pattern Practice:

   Multiple slot substitution drill:

   I bought them at the new *department* store.

We	shoe
They	drug
She	grocery
He	hardware

7. Reading:

   Diana went to a big *department* *store*. She bought some *skirts*. She bought some *handbags*. She bought some *blouses*. They were for her friends on Ponape.

8. Writing:

   Rewrite the paragraph for reading. Change *department* *store* to *grocery* *store*. Fill in other items you can buy at a grocery store for *skirts*, *handbags* and *blouses*.

BOOK EIGHT, Unit III

Lesson 2

A. Aim of Lesson: To continue teaching bought.

B. Visual Aids Needed: Pictures for narrative and pattern practice.

C. Procedure:

1. Pronunciation Practice: Review rhyme from Lesson 1.

2. Present listening comprehension narrative and ask questions.

3. Narrative and dialog:

   Danny wanted to go shopping, too. He couldn't find anything he liked in the departement store in Los Angeles. When they got to Hawaii, he bought some aloha shirts.

   Danny: I bought some aloha shirts.

   Diana: Let me see them. They're beautiful.
   The boys will like them.

   Danny: I bought them at the department store.

   a. Did Danny go shopping in Los Angeles?
   b. What did he buy?
   c. Were they nice?
   d. Where did he buy them?

4. Teach the dialog.

5. Pattern Practice: (Cue with pictures.) Chain drill:

   What did you buy? I bought some aloha shirts.
   skirts
   blouses
   handbags
   dresses
   watermelons
   pencils
   cucumbers
   etc.

6. Reading:

   Danny went to a department store in Hawaii. He wanted to buy some gifts for his friends on Ponape. He bought some aloha shirts. They were gay and colorful.

7. Writing:

   Rewrite the paragraph above. Change Danny to Diana, he to she, his to hers and aloha shirts to muumuus.

BOOK EIGHT, Unit III

Lesson 3

A. Aim of Lesson: To teach the use of bought.

B. Visual Aids Needed: Pictures for narrative and pattern practice.

C. Procedure:

1. Song: "The Happy Wanderer"

2. Present listening comprehension narrative and ask questions.

3. Narrative and dialog:

Danny and Diana brought many gifts for their relatives and families. They wanted everyone to be happy.

Diana: I hope everyone likes what we brought them.

Danny: Don't worry. They always like gifts brought from the States.

Diana: I hope we brought enough for everyone.

a. Why did Danny and Diana bring many gifts?
b. Who were the gifts for?
c. What was Diana worried about?
d. Do Ponapeans like gifts brought from the States?

4. Pattern Practice: (Cue with pictures.) Chain drill:

What did you bring? I brought _____________.

5. Reading:

Danny and Diana bought many gifts in Los Angeles, Hawaii and Guam. They bought handbags, skirts, blouses, aloha shirts, muumuus, a radio and a wrist watch.

They brought all these gifts home to Ponape. They brought them home for their friends and relatives.

6. Writing: Fill in the blanks with bought or brought.

a. Danny ________ some aloha shirts in Hawaii.
b. Diana ________ some muumuus home for her sisters.
c. Danny and Diana ________ many gifts with them.
d. They ________ a wrist watch home for their mother.
e. They ________ a transistor radio in Guam for their father.

BOOK EIGHT, Unit III

Lesson 4

A. Aim of Lesson: Continue to teach brought.

B. Visual Aids Needed: Pictures for narrative and pattern practice.

C. Procedure:

1. Pronunciation Practice: Have students recite the rhyme individually.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

When they got home to Ponape, their parents gave a party for them. After the party, Diana and Danny gave the gifts they had bought in Guam to their parents.

Diana: We brought gifts for you.

Danny: We hope you will like them.

Diana: We bought them in Guam.

Danny: We brought you a radio, father.

And we brought you a wrist watch, mother.

a. Who did Danny and Diana go to see first?
b. What did they bring for their parents?
c. Where did they buy the gifts for their parents?
d. Do you think their parents liked their gifts?

4. Teach the dialog.

5. Pattern Practice: (Have students supply their own answers.)

Chain drill:

a. What did you bring? I brought ________.
b. What did you buy? I bought ________.

6. Reading:

Diana and Danny brought the gifts to their parents after the party. They brought the radio for their father and the wrist watch for their mother. They brought the gifts for their sisters and brothers, too.

Lesson 4

7. **Writing:** Fill in the blanks with bought or brought.

Lena and Kulio came to Kolonia one weekend. They ________ all their money with them. They ________ canned food and some rice at K.C.C.A.

They ________ some vegetables at Mendiola's Market. They ________ some bread at Martin's.

They ________ so many things they couldn't carry them all. A taxi ________ them and all their things back to Sokehs.

Lesson 5

A. Aim of Lesson: To review the use of bought and brought.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "The Happy Wanderer"
2. Present listening comprehension narrative and ask comprehension questions. See if any children can tell the story.
3. Narrative and dialog:

   Elsin lived in Sapwalapw. When he came to Kolonia he brought breadfruit and coconuts. He brought some crabs, too. He sold the breadfruit, the coconuts and the crabs.

   With the money, he bought many things. He bought some cloth for his wife and new shoes for his son. He bought some kerosene and some rice and some canned food.

   All the things he bought, he brought home. His wife was happy, and his son was happy. They thanked their father who brought them their gifts. They were glad for the food he brought from Kolonia.

   a. Where did Elsin live?
   b. What did he bring to Kolonia?
   c. What did he do with the things he brought to Kolonia?
   d. What did he buy for his wife?
   e. What did he buy for his son?
   f. What else did he buy?
   g. Why were his wife and son happy?

4. Pattern Practice: Let's pretend we all went to Kolonia last weekend. Tell us what you bought.

   Chain drill:

   A: What did you buy?
   B: I bought ________.
   A: What did you do with it?
   B: I brought it home.

Lesson 5

5. **Reading:**

The teacher brought a big box to school one day. It had many toys in it. They were brought from Guam. The toys were gifts from the people of Guam. The teacher had not bought the toys.

6. Writing: Copy the statements below. Fill in the blanks with either bought or brought.

a. The teacher ________ a big box to school one day.

b. We ________ many things at K.C.C.A. when we were in Kolonia.

c. When we visited our relatives in Kolonia, we ________ some breadfruit and yams.

d. When there was no ship for two months, we were glad we had ________ three bags of rice.

e. We ________ chocolate candy at the store.

f. We ________ the candy home to our baby sister.

ACHIEVEMENT TEST: BOOK EIGHT, Unit III

Test A

Structure to be tested: bought / brought

Items required:
1) Randomized list of students.
2) Collect pictures of things(concrete nouns) that the class is familiar with, such as food, flowers, shoes, etc.

Instructions:

After going over the picture cards with the class so as to familiarize them with all the objects, tell the students that you are going to call on them individually and ask them a question about the picture. You will either ask them, "What did you buy?" or "What did you bring?" They are to answer you, using the structure "I bought," or "I brought."

Examples:

Teacher:	(holds up picture of a dress) Lise, what did you buy?
Lise :	I bought a dress.
Teacher:	(holds up picture of a dish) Luke, what did you bring?
Luke :	I brought a dish.

Scoring:

Score each student 1 point for using either bought or brought correctly. You may want to go through your list twice, giving each child an opportunity to use both verbs. In that case, compute the two scores separately.

ACHIEVEMENT TEST: BOOK EIGHT, Unit III

Test B

Structure to be tested: /iy/ and /i/

Items required: 1) Randomized list of students.
2) Flashcards of these 4 words:
pill peel eel ill
3) Pencil, and paper numbered 1-10 for each pupil.

Instructions:

Part 1: Tell the students that you are going to say some pairs of words. If the words sound alike, they are to mark on their papers "S" for "same"; if the words sound different, they are to mark "D" for "different". They are listening for the /iy/-sound and the /i/-sound.

Examples:

lick - leak D
leak - leak S
wick - wick S
week - wick D

Test-items:

1. bean - bin D
2. seen - sin D
3. ill - ill S
4. peak - pick D
5. deed - deed S
6. itch - each D
7. bin - bin S
8. seen - seen S
9. did - deed D
10. eel - ill D

Part 2: Tell the students that you are going to call on them individually to say a word on the flashcard that you hold up. Go through all four flashcards several times to acquaint the students with them. Using your randomized list, call on each individual once. Listen carefully to his pronunciation of either /iy/ or /i/.

Scoring:

Part 1, each student can receive 10 points; part 2, each student can receive 1 point. Compute the two parts separately.

Listening Comprehension Narrative

Anarico was always nagging his parents for a puppy. His friend Eri had a puppy and Anarico wanted one, too. Almost every day, he would ask for a puppy. "I don't care what it looks like. I don't care what color it is. I just want a puppy."

Then one day, the neighbor's dog had some puppies. Anarico wanted one of them. "I hope they'll give me a puppy," he said to his mother.

"Why don't you go over and see the puppies," his mother said. "It's late now but you can go tomorrow morning."

So the next morning Anarico went over to the neighbor's house. "Will you please give me a puppy?" he asked. "I want a puppy. I don't care what it looks like. I don't care what color it is. I just want a puppy. Any pup will do."

"Why don't we go and look at them," the neighbor said. "Then you can tell me which one you want."

The puppies were all fat and fuzzy. There were three white ones and one black one. They were all asleep next to their mother. Anarico fell in love with one pup, especially. He no longer wanted any puppy. He wanted the pure black pup.

"Please give me the black puppy," he begged his neighbor. "I'll take good care of him. I'll feed him and wash him and brush him three times a day."

"Why don't you take the white one? He's the prettiest," said the neighbor.

"No," Anarico said. "I want the black one. I think he's the prettiest."

"Okay," said the neighbor. "When he gets a little bigger you can have him. Right now he needs to stay with his mother."

Anarico was very happy. Finally he was going to have his own pup. He would call him Blackie. He would take good care of Blackie. He would take Blackie with him wherever he went.

Structures previously taught: Comparative and superlative adjectives
Some and any

New for production: Contrasting a and the
Use of the pronoun one

New for recognition: Questions beginning with "Why don't you ____?"

Suggested comprehension questions:

1. What did Anarico want?
2. Eri didn't have a puppy, did he?
3. Whose dog had puppies?
4. Did the neighbor let Anarico see the puppies?

5. What were the puppies doing when Anarico first saw them?
6. Which pup did Anarico especially like?
7. Which one did the neighbor want him to take?
8. Which one do you like the best?
9. What did Anarico say he would do if he had a pup?
10. Did Anarico take the puppy home the day he first saw it? Why not?
11. What would Anarico name the pup?
12. Where would he take the dog?

BOOK EIGHT, Unit IV

Lesson 1

A. Aim of Lesson: To teach the use of the determiner *a*.

B. Visual Aids Needed: Pictures for narrative.
Pictures of single animals from your file.

C. Procedure:

1. Teach the words to new song. (Teach only words today. Watch the pronunciation of the cluster /dl/ in the word paddle.)

   One paddle, two paddles, three paddles,
   Four to take me home.
   Fourteen on the right,
   Fourteen on the left,
   Take me home to Ponape
   It's the best.
   I went away a long time, such a long time,
   A long time ago;
   Been enough places to last a lifetime
   Going away no more.
   One paddle, two paddles, three paddles
   Four to take me home.
   Fourteen on the right,
   Fourteen on the left,
   Take me home to Ponape
   It's the best.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

   Anaricò wanted a puppy. He didn't care what color it was or what it looked like. He just wanted a puppy.

   Anarico: Eri has a puppy. I want a puppy, too.

   Mother : What color would you like your pup to be?

   Anarico: I don't care what color it is.

   I just want a puppy.

4. Teach the dialog.

Lesson 1

5. Pattern Practice: (Use pictures of other animals you have in your file.)

I want a puppy.
kitten
dog
cat
pig
etc.

(Reminder - Be sure to move from choral to individuals in doing pattern drills.)

6. Reading:

Anarico wanted a puppy. It could be any color. He just wanted a puppy. Eri was Anarico's friend. Eri had a pup. Anarico wanted a pup, too.

7. Writing: Answer the following questions with complete sentences.

a. What did Anarico want?
b. What color pup did he want?
c. Who had a puppy?
d. Who is Eri?

BOOK EIGHT, Unit IV

Lesson 2

A. Aim of Lesson: To teach the use of the determiner the.

B. Visual Aids Needed: Pictures for narrative.
Pictures of animals for pattern practice.

C. Procedure:

1. Song: Teach the tune to "One Paddle, Two Paddles".

2. Present listening comprehension narrative and ask questions.

3. Narrative and dialog:

One day the neighbor's dog had some puppies. Anarico went to see the puppies. He asked the neighbor for one of the puppies.

Anarico : I want a puppy. Will you give me one?

Neighbor: Let's go look at them.

Anarico : I want the black pup.

Neighbor: The white pups are prettier.

Anarico : No, the black pup is the prettiest.
I want the black pup.

4. Pattern Practice: (Teacher cues by pointing to a certain animal in a group of animals.)

I want a black pup.
white cat
red hen
etc.

5. Teach dialog.

6. Reading:

The neighbor's dog had some puppies. Anarico went to see them. He liked the black pup. He asked the neighbor for the black pup.

7. Writing: Copy the following sentences then fill in the blanks.
a. The neighbor's dog had ________ puppies.
b. ________ went to see him.
c. He liked the ________ pup.
d. He asked the neighbor for the ________ ________.

BOOK EIGHT, Unit IV

Lesson 3

A. Aim of Lesson: To teach the contrast of the determiners a and the.

B. Visual Aids Needed: Pictures for narrative and pattern drill.

C. Procedure:

1. Song: "One Paddle, Two Paddles"

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

Anarico said he wanted a puppy. At first, he said he didn't care what it looked like or what color is was. But after he saw the neighbor's puppies he changed his mind.

Anarico : I want a pup. Any pup will do.

Neighbor: So you want a pup. Well, let's go see them.

Anarico : I want the black pup.

Neighbor: Take a white one. They're prettier.

Anarico : No, I want the black pup.

4. Teach the dialog:

5. Pattern practice: (Cue with pictures as in lessons 1 and 2.)

a. I want a pup.
cat
pig
etc.

b. I want the black pup.
white cat
black pig
etc.

c. (Combine drills a and b. Use pictures of groups of like animals.)

I want a pup. I want the black pup.

6. Reading:

Anarico wanted a puppy. He didn't care what color it was. He didn't care what it looked like.

After he saw the neighbor's puppies, he didn't want just any pup. He didn't want a white pup. He wanted the black pup.

Lesson 3

7. Writing: Copy the following sentences. Fill in the blanks with either a or the.

   a. Anarico wanted ________ puppy.
   b. There were three white puppies, but he didn't want ________ white pup.
   c. He wanted ________ black puppy.
   d. He wanted ________ black pup because he thought it was the prettiest.

BOOK EIGHT, Unit IV

Lesson 4

A. Aim of Lesson: To teach the use of the pronoun one.

B. Visual Aids Needed: Pictures for listening comprehension narrative and pronunciation drill. Pictures of animals for pattern practice.

C. Procedure:

1. Pronunciation Practice:

This is a saddle,
And this is a paddle.
A canoe needs a paddle,
A horse needs a saddle.

2. Present narrative and ask comprehension questions.

3. Song: "One Paddle, Two Paddles"

4. Narrative and dialog:

The neighbor thought the white pups were prettier. He thought Anarico should take a white one.

Neighbor: Why don't you take a white pup?

Anarico : I don't want a white one. I want the black one.

Neighbor: Okay. You can have the black one.

5. Pattern Practice: (Cue with pictures used for Pattern Practice in previous lesson.)

I want a pup. I want the black one.

6. Teach dialog.

7. Reading:

There were three white puppies and one black puppy. Anarico wanted the black one. He didn't want a white one. The neighbor liked the white ones. He gave Anarico the black one.

8. Writing: Fill in the black with one or ones.

a. Anarico wanted the black puppy. He didn't want a white ________.
b. The neighbor thought the white ________ were prettier.
c. Anarico thought the black _______ was prettier.
d. Anarico wanted the black ________. He didn't want the white ________.

BOOK EIGHT, Unit IV

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for listening comprehension narrative.
Pictures for Pronunciation Practice.

C. Procedure:

1. Song: "One Paddle, Two Paddles"

2. Present listening comprehension narrative. Ask comprehension questions. Have students tell the story if they can.

3. Have individual students do pronunciation practice from yesterday. Cue with pictures.

4. Narrative:

Marietta and Jonathan went to the store to buy new zoris. On their way to the store, they talked about the color of the zoris they wanted.

"I want a blue pair," Jonathan said. "I want a yellow pair," Marietta said.

When they got to the store, they looked at the packages of zoris. There was one yellow pair left. It was the right size for Marietta. "I'll take the yellow pair," Marietta told the clerk.

"I want a blue pair," Jonathan told the clerk.

"We don't have any more blue ones," the clerk said.

"Then I'll take the green ones," Jonathan said.

a. Why did Marietta and Jonathan go to the store?
b. What color zoris did Marietta want? Jonathan?
c. Did Marietta get her yellow zoris?
d. What colore were the zoris Jonathan bought?
e. Why didn't Jonathan get blue ones?

5. Re-read the narrative. Have students dramatize the narrative.

6. Reading:

Jonathan and Marietta went to the store to buy zoris. Jonathan wanted a blue pair and Marietta wanted a yellow pair.

Marietta got her yellow zoris but there were no blue ones for Jonathan. He bought the green ones.

BOOK EIGHT, Unit Iv

Lesson 5

7. Writing: Copy the paragraph and fill in the blanks with the, a, one or ones.

On the way to the store Jonathan said, "I want ________ blue pair of zoris."

"I want ________ yellow pair," Marietta said.

Marietta got ________ yellow zoris she wanted. But there were no blue ________ for Jonathan. He bought ________ green ________.

BOOK EIGHT, Unit Iv

Lesson 5

7. Writing: Copy the paragraph and fill in the blanks with the, a, one or ones.

On the way to the store Jonathan said, "I want ________ blue pair of zoris."

"I want ________ yellow pair," Marietta said.

Marietta got ________ yellow zoris she wanted. But there were no blue ________ for Jonathan. He bought ________ green ________.

ACHIEVEMENT TEST: BOOK EIGHT, Unit IV

Structure to be tested: a vs. the

Items required:
1) Draw the following on a large piece of paper or on the board using colored chalk:

    9 marbles, 8 of which are big and 1 of which is small; color 6 of the big ones red, 1 big one orange, 1 big one green, and the small one brown.

2) Write the paragraph below on a large piece of paper, or on the board ; do it before class.
3) Each student needs a paper and pencil.

Instructions:

Read the following paragraph to the class, being careful not to fill in the blanks. Tell them that you want them to number their papers from 1 to 5. They are to fill in the blanks of the story with either a or the, whichever is the correct article.

Make sure they understand the words and the story and how the picture correlates to the story to help them.

Paragraph:

Elsa had some marbles. There were nine of them. Eight were big and one was small.

When she saw John, she said "Do you want ____(1)____ marble?"

"Yes," said John. "I want ____(2)____ orange one."

"No, that's my prettiest one. Do you want ____(3)____ brown marble?"

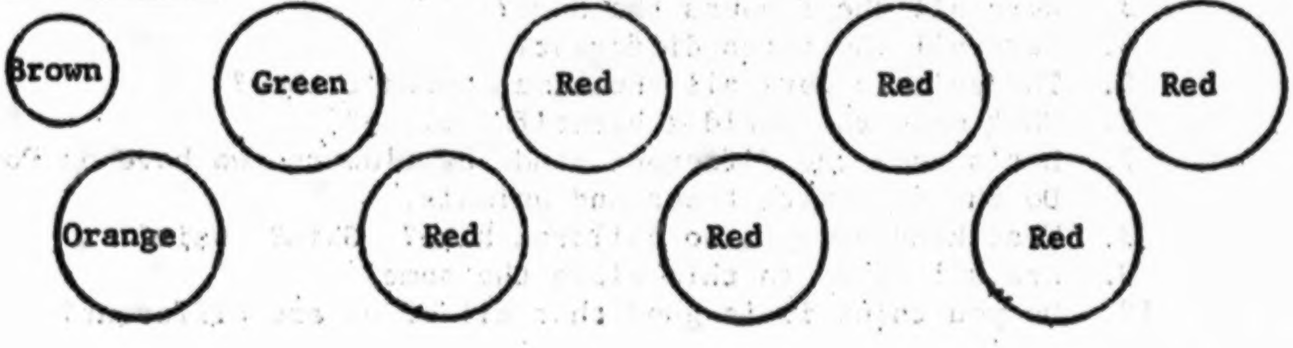
"No, I want ____(4)____ big marble," said John. "____(5)____ green one is pretty. May I have it?"

"O.K.", said Elsa, and she gave it to him.

Answers:
1- a; 2- the; 3- the; 4- a; 5- the

Scoring: Each student can receive 5 possible points.

Illustration:



BOOK EIGHT, Unit V

Listening Comprehension Narrative

The world we live in was made by God. He made the world. He made day and night. He made the trees and the flowers and the animals. He made many different kinds of trees and flowers and animals. He made the rain and the sun. When it was finished, the world was a beautiful place.

Then God made the people and the children. God wanted the children to be as beautiful as the world. He made the children different from one another just as the trees flowers and animals were different, one from the other.

God planned that each child's eyes should be different. Some were small and some were large. Some were as round as the moon. Some were as blue as the sky. Some were as green as young coconuts. Some were as dark as night.

God planned that children should have different kinds of hair. Some of them had hair as wavy as the ocean waters. Some had straight hair and others had curly hair. Some of the children have hair as black as night. Some of them have hair as golden as the sun. And some have hair as brown as the river waters after the rain.

God planned that children should have different colors of skin. Some are almost as white as milk. Some are almost as dark as the soil. Some are almost as yellow as bananas. Whatever the color, it is just right.

All of us are God's children. God loves all children. He loves us because each one of us is different. Each one helps to make the world more beautiful.

Structures taught previously: some of, all of

New for production: as ________ as (Comparison of equals.)
almost as

New for recognition: noun clauses beginning with that

Suggested comprehension questions:

1. Who made the world?
2. Was the world a beautiful place?
3. Were all the flowers the same?
4. Were all the trees different?
5. The animals were all the same, weren't they?
6. What made the world a beautiful place?
7. Let's name the different kinds of flowers we have on Ponape. Do the same with trees and animals.
8. What kind of eyes do children have? Skin? Hair?
9. Are all of us in this class the same?
10. Do you think it is good that all of us are different?

BOOK EIGHT, Unit V

Lesson 1

A. Aim of Lesson: Review the structures some of and all of.

B. Visual Aids Needed: Pictures for narrative.
Real flowers of different colors.

C. Procedure:

1. Rhyme: (Check carefully pronunciation of /u/ sound.)

I hooked a fish from the sea.
He looked so good to me,
I cooked him as fast as could be
And ate him immediately.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative:

God made all of the flowers different. Some of them are big. Some of them are small. He made them in different colors. Some of them are red. Some of them are pink. Some of them are white. Some of them are yellow. Some of them are orange. All of them are beautiful.

4. Pattern Practice:

Have students repeat lines of narrative after teacher's model. Second time around teacher simply says the first four lines and individual students give the colors of flowers saying, "Some of them are ________."

Try doing a similar exercise with animals.

5. Reading:

God made all of the flowers different. Some of them are big and some are small. Some of them smell sweet.

Flowers come in different colors. Some are red and some are yellow. Some are pink and some are white. All of them are beautiful.

6. Writing: Copy the following passage into your notebook. Close your booklets and fill the blanks with some of or all of.

God made ________ ________ the flowers different.
________ ________ them are big and some are small.

BOOK EIGHT, Unit V

Lesson 1

________ ________ them smell sweet.

Flowers come in different colors. Some are red and some are yellow. Some are pink and some are white. ________ ________ them are beautiful.

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STUDENT BOOKLET

TO ACCOMPANY ENGLISH BOOK EIGHT

AL 002 138

Model 1 BOOK EIGHT, Unit I.1

Reading:

Markos lost his pencil one day. It wasn't red or green. It was yellow. It was long. It was a long yellow pencil. All the children helped Markos look for his pencil.

Writing: Answer the following questions in complete sentences.

1. Who lost his pencil?
2. Was it a short pencil?
3. Was it a pink or a yellow pencil?
4. Who helped Markos look for his pencil?

Reading:

The children helped Markos look for his pencil. They looked in his desk and in his pockets. They looked on the desks. They looked under the books and chairs. They couldn't find the long yellow pencil. Then Jonathan found the long yellow pencil. It was on Markos' ear.

Writing: Complete the following sentences. Try not to look at the reading.

1. They looked in ________ and ________.
2. They looked under _________ and __________.
3. They looked on ____________.
4. They all looked for the _____________.
5. Jonathan found the pencil _______________.

Reading:

The children helped Markos look for his dog. They looked under the house. They looked in the rooms. They looked all around and up and down the trails. But they couldn't find him. Then they saw him. The big brown dog named Bozo was tied to a tree. Markos had tied him near the house.

Writing: Write complete answers to the following questions:

1. What were the children looking for?
2. Whose dog was he?
3. Where did the children look for the dog?
4. Where did they find him?
5. Who had left him there?

Reading:

Carol is an American girl. She is afraid of lizards. One day a lizard crawled on her book. It was a brown lizard. It was big. It was ugly.
Carol screamed. She screamed loudly. She threw her book down. She threw it on the floor.

Writing:

Re-write the passage. Combine sentences 3, 4, 5, and 6. Also combine sentences 7 and 8, and 9 and 10.

Model 5 BOOK EIGHT, Unit I.5

Reading:

There's a teacher in our school. She is a Marshallese. She doesn't like toads.

The boys in our class like to tease her. One morning they brought some toads to school. The toads were fat. They had many large warts.

Writing: Combine whatever sentences you think can be put together.

Model 6 BOOK EIGHT, Unit II.1

Reading:

Taka, Leo and Tony got some guns for Christmas. They made some targets to shoot at. They got some poles and some empty cans. They made some targets with poles and cans.

Writing: Fill in the blanks.

1. The boys got ______ ______ for Christmas.
2. The made ________ ________ to shoot at.
3. They got ________ ________ and ________ ________.
4. They made ________ ________ with the poles and cans.

Model 7

Reading:

The boys went to Tony's house to cut some poles. They were looking for some empty cans, too. There weren't any behind the house. But they found some in the kitchen.

Writing: Copy the following sentences with blanks into your notebooks. Close your booklets then fill in the blanks.

1. The boys went to Tony's house to cut _____ _____.
2. They were looking for _____ _____ _____, too.
3. There weren't _____ behind the house.
4. But they found _______ in the kitchen.

Reading:

The boys weren't home. It was dark. Their parents were worried. They knew the boys were lost. They didn't have any food or water. They didn't have any matches to start a fire.

Writing: Answer the following questions with complete sentences:

1. Who was worried when the boys didn't come home?
2. Did the boys have any food or water?
3. Did they have matches to start a fire with?

Reading:

When Leo got home, he was hungry. He wanted to eat. His mother told him, "There's some breadfruit and some fish. There are some ripe bananas, too.

Writing: Fill in the blanks with is, there, or are.

1. ______ ______ any rice?
2. ______ ______ some ripe mangoes?
3. ______ ______ some coffee in the cup.
4. ______ ______ any breadfruit?
5. ______ ______ some sandwiches on the table.

Model 10 BOOK EIGHT, Unit II.5

Reading:

Tony's mother had just come home from the store.
"Did you buy some candy?" Tony asked.
"No. I didn't buy any candy. But I bought some doughnuts. Would you like some?"
"No thanks. I don't want any now."

Writing: Fill in the blanks with some or any.

1. Did you buy ________ fish?
2. No, I didn't buy _______. I bought ______ rice.
3. Would you like _______ apples?
4. Yes, I'd like _________.
5. How about _________ pineapples?
6. No thank you. I don't want _________.
7. We have _________ at home.

Model 11 BOOK EIGHT, Unit III.1

Reading:

Diana went to a big *department store*. She bought some *skirts*. She bought some *handbags*. She bought some *blouses*. They were for her friends on Ponape.

Writing: Rewrite the paragraph. Change *department store* to *grocery store*. Fill in other items you can buy at a grocery store for *skirts*, *handbags* and *blouses*.

Model 12 BOOK EIGHT, Unit III.2

Reading:

Danny went to a department store in Hawaii. He wanted to buy some gifts for his friends on Ponape. He bought some aloha shirts. They were gay and colorful.

Writing: Rewrite the paragraph. Change *Danny* to *Diana*, *he* to *she*, *his* to *hers* and *aloha shirts* to *muumuus*.

Reading:

Diana and Danny bought many gifts in Los Angeles, Hawaii and Guam. They bought handbags, skirts, blouses, aloha shirts, muumuus, a radio and a wrist watch.

They brought all these gifts home to Ponape. They brought them home for their friends and relatives.

Writing: Fill in the blanks with bought or brought.

1. Danny ________ some aloha shirts in Hawaii.
2. Diana ________ some muumuus home for her sisters.
3. Danny and Diana ________ many gifts with them.
4. They ________ a wrist watch home for their mother.
5. They ________ a transistor radio in Guam for their father.

Model 14

Reading:

Diana and Danny brought the gifts to their parents after the party. They brought the radio for their father and the wrist watch for their mother. They brought the gifts for their sisters and brothers, too.

Writing: Rewrite the paragraph. Fill the blanks with bought or brought.

Lena and Kulio came to Kolonia one weekend. They ________ all their money with them. They ________ canned food and some rice at K.C.C.A.

They ________ some vegetables at Mendiola's Market. They ________ some bread at Martin's.

They ________ so many things they couldn't carry them all. A taxi ________ them and all their things back to Sokehs.

Model 15 BOOK EIGHT, Unit III.5

Reading:

The teacher brought a big box to school one day. It had many toys in it. They were brought from Guam. The toys were gifts from the people of Guam. The teacher had not bought the toys.

Writing: Copy the statements below. Fill the blanks with bought or brought.

1. The teacher _______ a big box to school one day.
2. We _______ many things at K.C.C.A. when we were in Kolonia.
3. When we visited our relatives in Kolonia, we _______ some breadfruits and yams.
4. When there was no ship for two months, we were glad we had _______ three bags of rice.
5. We _______ chocolate candy at the store.
6. We _______ the candy home to our baby sister.

Reading:

Anarico wanted a puppy. It could be any color. He just wanted a puppy. Eri was Anarico's friend. Eri had a pup. Anarico wanted a pup, too.

Writing: Answer the questions with complete sentences.

1. What did Anarico want?
2. What color pup did he want?
3. Who had a puppy?
4. Who is Eri?

Reading:

The neighbor's dog had some puppies. Anarico went to see them. He liked the black pup. He asked the neighbor for the black pup.

Writing: Copy the following sentences and fill in the blanks.

1. The neighbor's dog had ________ puppies.
2. ________ went to see them.
3. He liked the ________ pup.
4. He asked the ________ for the ______ ______.

Model 18 BOOK EIGHT, Unit IV.3

Reading:

Anarico wanted a puppy. He didn't care what color it was. He didn't care what it looked like.

After he saw the neighbor's puppies, he didn't want just any pup. He didn't want a white pup. He wanted the black pup.

Writing: Fill in the blanks with a or the.

1. Anarico wanted ________ puppy.
2. There were three white puppies, but he didn't want ________ white pup.
3. He wanted ________ black puppy.
4. He wanted ________ black pup because he thought it was the prettiest.

Reading:

There were three white puppies and one black puppy. Anarico wanted the black one. He didn't want a white one. The neighbor liked the white ones. He gave Anarico the black one.

Writing: Fill the blanks with one or ones.

1. Anarico wanted the black puppy. He didn't want a white _______.
2. The neighbor thought the white _______ were prettier.
3. Anarico thought the black _______ was prettier.
4. Anarico wanted the black _______. He didn't want the white _______.

Reading:

Jonathan and Marietta went to the store to buy zoris. Jonathan wanted a blue pair, and Marietta wanted a yellow pair.

Marietta got her yellow zoris but there were no blue ones for Jonathan. He bought the green ones.

Writing: Copy the passage below. Fill in the blanks with the, a, one or ones.

On the way to the store, Jonathan said, "I want _____ blue pair of zoris."

"I want_____ yellow pair," Marietta said.

Marietta got ______ yellow zoris she wanted. But there were no blue ______ for Jonathan. He bought ______ green ______ instead.

Model 21 BOOK EIGHT, Unit V.1

Reading:

God made all of the flowers different. Some of them are big and some are small. Some of them smell sweet.

Flowers come in different colors. Some are red and some are yellow. Some are pink and some are white. All of them are beautiful.

Writing: Copy the following passage into your notebook. Close your booklets and fill the blanks with some of and all of.

God made ______ ______ the flowers different. ______ ______ them are big and some are small. ______ ______ them smell sweet.

Flowers come in different colors. Some are red and some are yellow. Some are pink and some are white. ______ ______ them are beautiful.

Model 22

Reading:

God made each child's eyes different. Some of them were as round as the moon. Others were like almonds. Some of them were as blue as the sky. Some of them were as green as grass. Some of them were as dark as coal.

God made each child's hair different. Some of them had hair as wavy as ocean waters. Some of them had hair as black as night. Some of them had hair as golden as the sun.

Writing: Copy and complete the paragraphs below:

God made each child's eyes different. Some of them were as ________. Some of them were as ________. Some of them were as ________.

God made each child's hair different. Some of them had hair as ________. Some of them had hair as ________. Some of them had hair as ________.

Model 23 BOOK EIGHT, Unit V.3

Reading:

God made children with different skins. Some were almost as white as milk. Some were almost as brown as the soil. Some were almost as yellow as bananas. Some were almost as dark as night.

Writing: Copy the paragraph. Close your booklets and then complete the sentences.

God made children with different skins. Some were __________ milk. Some were __________ the soil. Some were __________ bananas. Some were __________ night.

Reading:

I know a Ponapean girl named Lisa. She lives in Kolonia. She is very pretty. Her hair is as dark as night. Her eyes are as brown as the soil. Her skin is as smooth as glass. She is as pretty as a picture.

Writing: Copy the sentences. Close your booklets and complete the sentences from memory.

1. Lisa is a ________ girl who lives in ________.
2. She is ____________ a picture.
3. Her eyes are ____________ the soil.
4. Her skin is ____________ glass.
5. Her hair is ______________ the night.

Model 25 BOOK EIGHT, Unit V.5

Reading: Read the following riddles silently. Try to guess the answers:

I'm a fruit.
I'm as green as grass on the outside.
I'm red inside.
I'm round as the moon.
I'm almost as sweet as sugar.

I'm as round as the sun.
I'm as big as the sun.
I live in the sky.
I shine at night.

I'm as hard as your head.
I'm as big as your head.
I grow on a tall tree.
I'm a nut.

Writing: Write a riddle of your own.

Model 26

BOOK EIGHT, Unit VI.1

Reading:

Leo was late to school He got up late. He got zeroes on his test papers. He tried to copy from his classmates.

Writing: Add the word always to each sentence above. Rewrite the whole paragraph.

Model 27 BOOK EIGHT, Unit VI.2

Reading:

Leo likes to go to school. He is always on time. He always studies. He always does his work correctly.

Writing: Change the paragraph to the negative form. Add doesn't to the first sentence. Change always to never in the other sentences.

Reading:

The children don't like Leo. He always comes to school late. He is never on time. He never studies. He always wants to copy his classmates' work. He never does his homework. He always gets zeroes on his tests.

Writing: Copy the paragraph below. Close your booklets and fill the blanks with always or never.

The children don't like Leo. He ________ comes to school late. He is ________ on time. He ________ studies. He ________ wants to copy his classmates' work. He ________ does his homework. He ________ gets zeroes on his tests.

Model 29 BOOK EIGHT, Unit VI.4

Reading:

Leo sometimes comes to school early. He tells his teacher what he does on Saturdays. Sometimes he goes to Kolonia. He sometimes goes fishing. And he helps his father in the taro patch sometimes.

Writing: Rewrite the sentence. Try to change the position of the word sometimes in each sentence in which it appears.

Model 30

Reading: Read the sentences below orally. Then insert the word to the left of each number into that sentence.

always 1. Maria goes to Sunday school on Sunday.
never 2. She goes late.
sometimes 3. She takes her little brother.
always 4. She wears clean clothes.
never 5. She forgets her offering.
sometimes 6. She stays for church service.
always 7. She goes home by lunchtime.
never 8. She plays in her church clothes.
always 9. She changes her clothes before she plays.
sometimes 10. She forgets to take off her shoes.

Reading:

Carol is an American girl. She lives in Kolonia. Carol always eats bread for breakfast. Sometimes she eats some eggs, too. She always drinks milk. She never drinks coffee.

Writing: Fill in the blanks while copying the following passage.

I'm a __________ ________. I live in __________. I always eat __________ for breakfast. Sometimes I eat some __________, too. I always drink _________. I never drink __________.

Model 32 BOOK EIGHT, Unit VII.2

Reading:

Moses and Elias usually go fishing on Saturdays. They usually go with the old man. Usually they fish inside the reef. They usually go on a boat.

Writing: Copy the paragraph below. Fill in the blanks with usually.

Moses and Elias ________ go fishing on Saturdays. They ________ go with the old man. ________ they fish inside the reef. They ________ go on a boat.

Reading:

The boys go to visit the old man often. They often cook taro for him. They often eat supper with him. The old man often gives them fish to take home. On week-ends, they often sleep at the old man's house.

Writing: Copy the passage and fill the blanks with often.

The boys go to visit the old man ______. They ______ cook taro for him. They ______ eat supper with him. The old man ______ gives them fish to take home. On weekends they ______ sleep at the old man's house.

Reading:

The old man usually came home by sunset. The boys would usually help him pull up his boat and sell the fish.

One day the old man was very late. He wasn't this late very often. The sun had set. It was almost dark. He had a big tuna. He didn't often catch tuna. He usually fished inside the reef.

Writing: Rewrite the passage. Change the position of the word usually in each sentence in which it appears.

Model 35 BOOK EIGHT, Unit VII.5

Reading and Writing: Read the sentences below orally. Then write the sentences adding the word to the left of the number into the sentence.

often	1. John forgets to do his homework.
always	2. Father cleans his gun.
usually	3. We go to church on Sunday.
never	4. I go to the movies.
sometimes	5. It gets dark, but it doesn't rain.
often	6. I like to listen to grandfather's stories.
often	7. Father scolds the baby.
always	8. Ben plays tricks on us.
usually	9. Joseph gets to school first.
sometimes	10. I don't like to get up in the morning.

Reading:

Aunt Elizabeth and Uncle John wanted to buy Kodaro a graduation gift. They didn't know what to give Kodaro. His parents were giving him a watch. His grandparents were giving him a pen and pencil set.

Writing: Copy the paragraph. Fill in other words for watch and pen and pencil set.

Model 37 BOOK EIGHT, Unit VIII.2

Reading:

Kodaro is a lucky boy. He is a good boy. Everyone likes him. His parents are giving a watch to him. His grandparents are giving a pen and pencil set to him. His aunt and uncle are giving a gift to him, too.

Writing: Copy the paragraph. Substitute other words for the underlined words.

Reading:

Kodaro's mother told Aunt Elizabeth, "Give him a white shirt." So Aunt Elizabeth bought a white shirt for him.

Uncle John said, "Give him ten dollars, too. He will need some money when he goes to Guam."

Writing: Write complete sentence answers to the following questions:

1. What did Kodaro's mother say?
2. What did Uncle John say?
3. What did Aunt Elizabeth do?
4. Where was Kodaro going?

Model 39 BOOK EIGHT, Unit VIII.4

Reading:

Damien and Merlihse will be married on Saturday. My family is giving them some dishes. Our neighbors are giving some towels to them. Their parents are giving them some money.

Writing: Rewrite the paragraph. Change the underlined words to food items.

Model 40 BOOK EIGHT, Unit VIII.5

Reading:

Carol, the American girl, is going home next month. Her friends want to give her gifts. They want the gifts to remind her of Ponape.

"What are you giving Carol?" Melsiter asked her friends.

"I'm giving her a turtle shell handbag," Estakio said.

"I'm giving a seed necklace to her," Sinali said.

"What can I give her?" Melsiter asked.

"Give her a coconut shell pin," Lianter said. "She would like that."

Writing: Change Carol to Robert and girl to boy.
Change the gifts to things suitable for a boy.

Model 41 BOOK EIGHT, Unit IX.1

Reading:

Biddy is a bird. He can fly. He was flying around when he saw Tony Turtle. He couldn't help Tony. He was too little. So he flew away for help.

Writing: Fill in the following blanks.

1. Biddy is a ________.
2. Tony is a _________.
3. Biddy is very _________.
4. He's too ________ to help Tony.
5. Biddy is ________ away for help.

Model 42 BOOK EIGHT, Unit IX.2

Reading:

Rascal is a rat. He can't fly. He can run. Rascal and Biddy went for help. Biddy flew for help. Rascal ran for help.

Writing: Fill in the blanks.

1. Rascal is a _____. He can't _______.
2. Biddy is a _________. He can _______.
3. Biddy and Rascal went for _______.
4. Rascal _______ for help.
5. Biddy ________ for help.

Reading:

Rascal saw Tony flat on his back. Biddy and Porky saw him kicking his feet in the air. They could not turn Tony over. They needed more help.

Writing: Answer these questions in complete sentences.

1. Did Biddy see Tony?
2. Did Rascal see Tony?
3. Did Porky see Tony?
4. Could they turn Tony over?
5. What did they need?

Model 44 BOOK EIGHT, Unit IX.4

Reading:

Georgie asked, "Who saw Tony?"

"We all saw him," Rascal answered. "I saw him flat on his back," said Rascal.

"I saw him kicking his feet in the air," said Porky.

"I saw him kick and kick and kick," said Biddy.

Writing: Fill in the blanks as you copy the sentences.

1. Who ________ Tony Turtle?
2. Biddy ________ him.
3. Porky and Rascal ________ him, too.
4. Biddy ________ him flat on his back.
5. Porky and Rascal ________ him kicking his feet in the air.

Model 45 BOOK EIGHT, Unit IX.5

Reading:

Biddy saw Tony flat on his back. He flew for help. Rascal saw Tony flat on his back. He ran for help. Porky saw Tony flat on his back. He ran for help, too.

Biddy flew back to the wet bank. Georgie ran to the wet bank with Porky and Rascal. He saw Tony flat on his back.

Writing: Answer the following questions in complete sentences.

1. Who saw Tony on his back?
2. Who flew for help?
3. Who ran for help?
4. Who ran to the wet bank with Rascal and Porky?
5. Who flew back to the wet bank?

Reading:

I'm sitting on my chair. My hands are on the desk. My feet are on the floor. My books are in my desk. My umbrella is under my chair.

Writing: Write short answers to the following questions.

1. Where am I sitting?
2. Where are my hands?
3. Where are my books?
4. Where's my umbrella?

Reading:

Aruwo looked for his spear inside the house. He looked on the shelves. He looked in all the rooms. He looked under the mats. He couldn't find his spear inside the house.

He looked outside the house. He looked on the porch and under the house. He looked under the big tree and in the cook house.

Writing: Answer the questions in complete sentences.

1. Did Aruwo look inside or outside the house for his spear?
2. Did he look under the shelves?
3. Did he look on the mats?
4. Did he look on the house?
5. Did he look under the porch?

Model 48 BOOK EIGHT, Unit X.3

Reading:

The crayons are in the boxes. The boxes are on the table. The paper is in the closet. The rulers are in the box under the table.

Writing: Copy and write answers to the following questions:

1. Where are the crayons?
2. Where are the rulers?
3. Where's the paper?

Model 49 BOOK EIGHT, Unit X.4

Reading:

(Make an experience chart about objects in the classroom. Tell what the objects are near or by.)

Writing:

(List five objects in the classroom. Write what they are near or by.)

Model 50 BOOK EIGHT, Unit X.5

Reading:

Elias liked to bring his dog inside the house. His mother wanted the dog outside. When he came inside he would sit on the chair, sleep under the table or get in the bed. Mother told Elias to keep his dog by the cookhouse near the stream.

Writing: Copy the sentences. Close your booklet then fill in the blanks.

1. Elias wanted the dog ________ the house.
2. His mother wanted the dog ________.
3. The dog would sit ___ ___ the chair.
4. He would sleep ________ the table.
5. He would get ________ the bed.
6. Mother told Elias to keep his dog ________ the cookhouse ________ the stream.

BOOK EIGHT, Unit V

Lesson 2

A. **Aim of Lesson:** To teach the structure "as ________ as".

B. **Visual Aids Needed:** Pictures for listening comprehension narrative.

C. **Procedure:**

1. Teach song: "The Giant Fish" (to the tune of "The Cannibal King")

Oh, I caught a giant fish, and I cooked him in a dish,
Then I set him in the middle of the table.
He looked so good to me, that I could plainly see
That I'd eat him just as soon as I was able.
Barroomph, flip, flop, Barroomph, flip, flop, Barroomph,
Oh the fish is in the middle of the dish,
Barroomph, flip, flop, Barroomph, flip, flop,
Barroomph, oh, the fish is in the dish.

2. Present narrative and ask comprehension questions.

3. Narrative:

God made each child's eyes different. Some of them were as round as the moon. Others were like almonds. Some of them were as blue as the sky. Some of them were as green as grass. Some of them were as dark as coal.

God made each child's hair different. Some of them had hair as wavy as ocean waters. Some of them had hair as black as night. Some of them had hair as golden as the sun.

4. Pattern Practice:

Teacher repeats narrative and children repeat after her. Then teacher says the first line of each paragraph and has students fill in the rest. Point to pictures from the narrative as cues.

5. Reading: Use the short narrative in 3 above.

6. Writing: Copy and complete the paragraphs below.

God made each child's eyes different. Some of them were as ________. Some of them were as ________. Some of them were as ________.

God made each child's hair different. Some of them had hair as ________. Some of them had hair as ________. Some of them had hair as ________.

Lesson 3

A. Aim of Lesson: To teach the use of the word almost.

B. Visual Aids Needed: Pictures for narrative.
Realia for section 4 below.

C. Procedure:

1. Song: Sing "The Giant Fish"

2. Present narrative and ask comprehension questions.

3. Do rhyme for pronunciation practice from Lesson 1.

4. Activities:

   a. Ask two children who are the same height to stand up. Say, "A is as tall as B." Then call on another child who is almost as tall as A and B to stand up. Say, "C is almost as tall as A/B."
   b. Hold up two strips of colored paper of the same length. Say, "The red paper is as long as the blue one." Hold up a third strip of paper not quite as long as the first two. Say, "The orange paper is almost as long as the red/blue one."
   c. Hold up two books of equal size. Say, "The blue book is as big as the yellow one." Hold up another book not quite as big. Say, "This book is almost as big as the yellow/blue one."
   d. Hold up a picture of two circles. Say, "Circle A is as round as Circle B." Then hold up a circle which is a little flat. Say, "This is almost as round as Circle A/B."

   (Use other similar examples. Have children take part after teacher has done each activity.)

5. Narrative:

   God made children with different skins. Some were almost as white as milk. Some were almost as brown as soil. Some were almost as yellow as bananas. Some were almost as dark as night.

6. Reading: Same as 5 above.

7. Writing: Copy the paragraph. Close your booklets and then complete the sentences.

   God made children with different skins. Some were ________ milk. Some were ________ the soil. Some were ________ bananas. Some were _______ night.

Lesson 4

A. Aim of Lesson: To continue the use of the word almost and the structure "as ________ as."

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "The Giant Fish"
2. Present listening comprehension narrative. Let children say paragraphs 3, 4, and 5.
3. Repeat narrative line by line after teacher's model. Then have individual children give one line each. Teacher prompts where necessary.
4. Have children repeat narrative line by line after teacher's model. Then have individual children give one line each. Teacher prompts where necessary.
5. Pronunciation Practice: Have individuals say rhyme from Lesson 1.
6. Reading:

I know a Ponapean girl named Lisa. She lives in Kolonia. She is very pretty. Her hair is as dark as the night. Her eyes are as brown as the soil. Her skin is as smooth as glass. She is as pretty as a picture.

7. Writing: Copy the sentences and fill in the blanks from memory.

a. Lisa is a ________ girl who lives in ________.

b. She is ________ a picture.

c. Her eyes are ________ the soil.

d. Her skin is ________ glass.

e. Her hair is ________ the night.

BOOK EIGHT, Unit V

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "The Giant Fish"

2. Present listening comprehension narrative and ask comprehension questions. Have individual children try to tell the story.

3. Pronunciation Practice: Have individuals say rhyme from Lesson 1.

4. Riddles: (Teacher tells these orally and children try to guess.)

a. I'm a fruit.
I'm as yellow as the sun.
I'm as smooth as glass.
I'm good to eat.
(banana)

b. I live in the ocean.
I'm as scaly as a fish.
I'm as long as a snake.
I bite.
(eel)

c. I'm a vegetable.
I'm almost as round as the sun.
I'm as smooth as glass, too.
I'm purple.
(eggplant)

5. Reading: Read the following riddles silently. Try to guess the answers.

a. I'm a fruit.
I'm as green as grass on the outside.
I'm as round as the moon.
I'm almost as sweet as sugar.

b. I'm as round as the sun.
I'm as big as the sun.
I shine at night.
I live in the sky.

c. I'm as hard as your head.
I'm as big as your head.
I grow on a tall tree.
I'm a nut.

6. Have children write their own riddles. Then have them read it to the class. The rest of the class tries to guess what it is.

ACHIEVEMENT TEST: BOOK EIGHT, Unit V

Structures to be tested: as ________ as
almost as ________ as

Items required:
1) Randomized list of students.
2) Collect 3 of each of the following, two of which are the same in size, color, length, etc., and one of which is a little different:

balls, pencils, rulers, chalk, books, flowers, pictures, cups, boys, girls, etc.

Instructions:

Tell the students that you are going to call on them individually. You will hold up two objects that are the same. The student you call on is to make up a sentence about the two objects, using the structure "as ________ as". You may prompt them if need be.

Examples:

Teacher: (holds up two balls that are alike)
John : This ball is as big as that ball.

Teacher: (holds up two pencils the same length)
Silia : That pencil is as long as this pencil.

Next, tell the students that you are going to hold up two objects that are the same thing, but are different in size, color, etc. They are to make up a sentence, using the structure "almost as ________ as." You may prompt them if need be.

Examples:

Teacher: (holds up two balls, one of which is a little larger than the other)
Dick : The green ball is almost as big as the blue one.

Teacher: (holds up two pencils, one of which is a little longer than the other)
Ruth : That pencil is almost as long as this one.

Next, if you wish to, test the class by combining the two structures. Either hold up two objects that are alike, or two objects that are very similar. See if they can differentiate between "as _____ as" and "almost as _____ as."

Scoring:

Each child can receive 1 point for using each structure correctly; therefore, each child can receive 2 possible points if you go through your randomized list twice.

BOOK EIGHT, Unit VI

Listening Comprehension Narrative

Leo is in the third grade. He doesn't like school. He doesn't like to study. On school days he usually sleeps late and goes to school late. The teacher calls him the "always late, never on time" boy.

"Why are you always late? You're never on time," the teacher would tell him.

"I don't like school," Leo would answer. "I don't like to study. I want to play." Usually he came to school late. Often he didn't even come to school.

Soon he was always getting zeroes on his test papers. He never studied. He never did any of his work correctly. He always tried to copy from his classmates. Soon his classmated would not talk to him. They would not play with him. They disliked Leo.

One day during recess Leo didn't go out to play. "Aren't you going out to play, Leo?" the teach asked him.

"No one will play with me," Leo said, and he began to cry.

"Why won't they play with you?" the teacher asked.

"They don't like me," Leo said. "They never play with me anymore. I always come to school late and I never study my lessons. I always copy their work so they don't like me. They won't play with me."

"Then you must change your ways," the teacher said. "If you want the children to like you, you must come to school early. You must study your lessons. I will help you before classes start in the morning."

So from that day on, Leo always came to school early. He never slept late. He always studied his lessons and he never got zeroes on his test papers. He never copied from his classmates anymore.

Sometimes when he is sick, he is absent. But otherwise, he is always in school. The other children like Leo now and they always play with him. Leo is happy now and he is never alone during recess.

Structures taught previously: Use of the negative words doesn't and don't

New for production: always, never, sometimes

New for recognition: usually, often

Suggested comprehension questions:

1. What grade is Leo in?
2. He likes school, doesn't he?
3. What does the teacher call Leo?
4. Why did he get zeroes on his test papers?
5. Why was he often late or absent?

6. Why did his classmates dislike Leo?
7. Who helped Leo with his lessons?
8. Is Leo absent from school very often now?
9. Who helps Leo with his lessons in the morning?
10. Is Leo happy now? Why?
11. Would you like to be Leo?
12. Are there any boys like Leo in your class?

BOOK EIGHT, Unit VI

Lesson 1

A. Aim of Lesson: To teach the use of always.

B. Visual Aids Needed: Pictures for narrative; pronunciation practice.
Action pictures for pattern practice.

C. Procedure:

1. Song: "One Paddle, Two Paddles"

2. Rhyme for pronunciation practice: (final /s/, /z/ and /ɨz/ sounds)

Girls like dresses, shoes and fancy hats,
Cute little puppies and fluffy cats.

Boys like blue jeans, horses and dogs,
Lizards, snakes, spiders and frogs.

3. Present narrative and ask comprehension questions.

4. Narrative and dialog:

Leo was always late to school. He always got zeroes on his test papers. He always tried to copy from his classmates.

Teacher: Why are you always late, Leo?

Leo : I always get up late.

Teacher: Why do you always get up late?

Leo : Because I don't want to come to school.

5. Teach dialog.

6. Pattern Practice: (Cue with action pictures.)

I always get up late.
go to the store
go to church
take a bath
eat breakfast
brush my teeth
wash my clothes
etc.

Lesson 1

7. **Reading:**

Leo was late to school. He got up late. He got zeroes on his test papers. He tried to copy from his classmates.

8. **Writing: Add the word always to each of the sentences in the reading selection. Do this orally first. Then have children write the sentences with always included.**

BOOK EIGHT, Unit VI

Lesson 2

A. Aim of Lesson: To teach the use of never.

B. Visual Aids Needed: Pictures for narrative; pronunciation rhyme.
Action pictures for pattern practice.

C. Procedure:

1. Song: "The Giant Fish"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Leo doesn't like to go to school. He is never on time. He never studies. He never does his work correctly.

Teacher: Why are you never on time?

Leo : I don't like school.

Teacher: You never study, do you?

Leo : I never have time.

4. Teach the dialog.

5. Using pictures for pronunciation rhyme, ask individual students to tell you one thing that boys/girls like. Have them respond, "Girls/Boys like ________."

6. Pattern Practice: (Cue with actions pictures.)

You never study do you? Yes I do/No I don't.
write letters
eat breakfast
take a bath
wash your hands
etc.

7. Reading:

Leo likes to go to school. He is always on time. He always studies. He always does his work correctly.

8. Writing: First, tell children they will change the entire passage into the negative form. Do the changes orally first. Then, have the children write the negative form of the passage using doesn't in the first sentence and never in the other sentences.

BOOK EIGHT, Unit VI

Lesson 3

A. Aim of Lesson: To combine the use of always and never.

B. Visual Aids Needed: Pictures for narrative and pronunciation rhyme.

C. Procedure:

1. Pronunciation Practice: Using the pictures as cues have some individuals tell you two things that girls/boys like.

2. Song: "The Happy Wanderer"

3. Present narrative and ask comprehension questions.

4. Narrative and dialog:

One day, Leo didn't go out to play during recess. He stayed in the room and cried. He said the other children wouldn't play with him.

Teacher: Why won't the children play with you?

Leo : Because I never study and I'm always copying their work.

Teacher: Then you must always do your own work.

5. Teach the dialog.

6. Pattern Practice:

I never study and I'm always copying their work.

work	playing.
sleep	tired.
eat	hungry.
listen	talking.
walk	running.
think	talking.
drink	thirsty.

etc.

7. Reading:

The children don't like Leo. He always comes to school late. He is never on time. He never studies. He always wants to copy his classmates' work. He never does his homework. He always get zeroes on his tests.

8. Rewrite the passage filling in each blank with always or never.

Lesson 4

A. Aim of Lesson: To teach the use of sometimes.

B. Visual Aids Needed: Pictures for narrative, pronunciation rhyme.

C. Procedure:

1. Song: "My Hat"
2. Present narrative and ask comprehension questions.
3. Narrative:

   Leo always comes to school now. Sometimes when he is sick he is absent. He sometimes comes to school early. He sits and talks to the teacher.

   Teacher: What do you do on Saturdays, Leo?

   Leo : Sometimes I go fishing with my father,

   and I sometimes work in the taro patch.

   Teacher: Do you sometimes go to Kolonia?

   Leo : Yes. I go to Kolonia sometimes to help

   my mother shop.

4. Teach the dialog.
5. Pronunciation practice: Do the rhyme from Lesson 1 chorally. Then have various individuals say it.
6. Pattern Practice: Teacher gives one sentence, two students give variations.

   Sometimes I go fishing. I sometimes go fishing.
   I go fishing sometimes.

   I sometimes go to the movie.
   I go swimming sometimes.
   Sometimes I get sleepy.
   She sometimes scolds me.
   The clock stops sometimes.
   It's sometimes very noisy.
   etc.

Lesson 4

7. **Reading:**

Leo sometimes comes to school early. He tells his teacher what he does on Saturdays. Sometimes he goes to Kolonia. He sometimes goes fishing. And he helps his father in the taro patch sometimes.

8. **Writing:** Change the position of the word sometimes in the sentence wherever the word appears.

BOOK EIGHT, Unit VI

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative, for pronunciation rhyme; pictures of plural items.

C. Procedure:

1. Song: "The Giant Fish"

2. Present narrative and ask comprehension questions.

3. Pronunciation practice: Have pictures for pronunciation rhyme and pictures of various plural items on display. Have individuals say what they like: "I like *dogs* and *cats*; I like *dresses* and *handbags*;" etc. Tell children they may include items that they like that are not in the pictures.

4. Have children tell you things that they do every morning, every afternoon or every week-end. Have them use *always*.

   Have them tell you things that they never do.

   Have them tell you things that they sometimes do.

5. Read all the sentences below orally first. Then explain that they are to insert the word before the number into the sentence.

   always 1. Maria goes to Sunday School on Sunday.

   never 2. She goes late.

   sometimes 3. She takes her little brother.

   always 4. She wears clean clothes.

   never 5. She forgets her offering.

   sometimes 6. She stays for church service.

   always 7. She goes home by lunchtime.

   never 8. She plays in her church clothes.

   always 9. She changes her clothes before she plays.

   sometimes 10. She forgets to take off her shoes.

ACHIEVEMENT TEST: BOOK EIGHT, Unit VI

Test A

Structure to be tested: /-s/, /-z/ and /-iz/

Items required:
1) Randomized list of students.
2) Collect pictures of the following from your files, from magazines, or sketch them:

2 or more hats, cats, and sacks
2 or more crabs, pans, and hands
2 or more glasses, matches, and dresses

Instructions:

Tell the children that you are going to call on them individually to tell you what the objects in the picture you are holding up are. Before beginning the test, go through the pictures several times to acquaint the class with them.

Example:

Teacher: (holds up picture of hats)
Julie : Those are hats.
or, They're hats.
or, Hats.

Teacher: (holds up picture of pans)
Likia : Those are pans.
or, They're pans.
or, Pans.

Listen carefully for the students' pronunciation of the final s (plural) sound, to see if they distinguish between /-s/, /-z/, and /-iz/.

Scoring:

Each student can receive 1 point.

ACHIEVEMENT TEST: BOOK EIGHT, Unit VI

Test B

Structure to be tested: always/ sometimes/ never

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to call on them individually. You will give each one a phrase, and he is to make up a sentence using that phrase plus one of the words always, sometimes, or never.

Tell them that you want their sentence to be unbelievable; some of the phrases that you will give them require the use of only one of the three test-words.

Examples:

Teacher:	sleep at night	(always is the only believable answer)
Student:	I always sleep at night.	
Teacher:	swim to school	(never is the only believable answer)
Student:	I never swim to school.	

Note: This test not only distinguishes whether or not the students can place the adverb correctly and know its meaning, it also can be very funny.

Test-items:

ALWAYS	SOMETIMES	NEVER
eat rice	listen to the radio	go to jail
want to play	go to church	dance with my grandmother
use my right hand	help my mother	eat frogs
walk to school	get food from our land	iron my clothes
brush my teeth	go to Langar	like to take medicine

Scoring:

Each child can receive 1 point for using the adverb correctly.

BOOK EIGHT, Unit VII

Listening Comprehension Narrative

There was once an old man who lived by the sea. He lived all alone. He had no wife or children. The old man usually went fishing every day. Usually he fished inside the reef. He always caught some fish and sometimes he caught many.

There were two boys in the village who were very good to the old man. They were named Moses and Elias. Often on Saturdays, the boys would go fishing with the old man. On week days they always went to his home after school. Sometimes they would cook taro for his supper while they waited for him to return from fishing.

But then there came a time when the olf man caught no fish for one week. Finally, he told the boys, "Tomorrow I will go outside the reef to fish. There are no fish inside the reef."

After school the next day, the boys went to the old man's home as usual. The old man still wasn't home. One, two, three hours went by but the old man didn't come home. The sun was about to set. They boys were worried. He was never this late.

Could something have happened to the old man? He was usually home before sunset. He was never this late. But he usually fished inside the reef.

The sun had set. It was getting dark. The two boys stood at the shore waiting. Then suddenly, Moses said, "Look! I see something there!" Sure enough, there was a little spot moving slowly towards the shore.

As the boys watched the spot, it grew bigger and bigger. Soon they could see the old man. They were happy to know that he was safe.

When the boat came closer the boys could see something behind the boat. It was a fish. It was a large tuna. It would not fit in the boat. So the old man dragged it behind the boat.

The boys helped the old man pull the fish on to shore. They told him to go and rest. The two boys cut up the fish and sold it to the other villagers.

Structures previously taught: always, never, sometimes

New for production: often, usually

New for recognition: who clauses

Suggested Comprehension Questions:

1. Who lived with the old man?
2. Where did he live?
3. What did the old man do every day?
4. Did he usually catch some fish?
5. What did the boys do on Saturday?
6. Where did they go after school each day?

7. Where did the old man go to fish when he caught none for a week?
8. Why were the boys worried?
9. Did the old man usually come home before sunset?
10. Why was the old man late?
11. What did the boys tell the old man to do?
12. What did the boys do with the fish?

BOOK EIGHT, Unit VII

Lesson 1

A. Aim of Lesson: Review always, never, sometimes

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Rhyme for Pronunciation: /æ/

   Ann! Ann!
   Come! Quick as you can!
   There's a fish that talks in the frying pan.
   He opened his mouth and moaned, "Alas!"
   Then returned to his sizzling
   In the deep hot fat.

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog:

   A: Do you always walk to Kolonia?

   B: No. Sometimes I ride on my uncle's scooter.

   A: Did you ever fall?

   B: No. I never did and I never will.

4. Pattern Practice:

   a. I always
   never
   sometimes

   get up early.
   say thank you
   pick up my rubbish
   wear dirty clothes
   help my parents
   listen to the teacher
   go to church on Sunday
   like to see a movie
   like to eat green mangoes
   want to go home early
   wish to fly to the moon
   etc.

   b. Assign children either: always, sometimes or never. Have children tell something they always, never or sometimes do.
   I always brush my teeth.
   I never comb my hair.
   Sometimes I wake up late. etc.

Lesson 1

5. Reading:

Carol is an American girl. She lives in Kolonia. Carol always eats bread for breakfast. Sometimes she eats some eggs, too. She always drinks milk. She never drinks coffee.

6. Writing: Fill in the blanks while copying the following passage.

I'm a ________ ________. I live in ________. I always eat ________ for breakfast. Sometimes I eat some ________, too. I always drink ________. I never drink ________.

BOOK EIGHT, Unit VII

Lesson 2

A. Aim of Lesson: To teach the use of *usually*.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.
   a. What did the old man usually do every day?
   b. Where did he usually fish?
   c. Did he usually catch some fish?
   d. Where did the boys usually go after school?
   e. Did the old man usually come home late?
   f. About what time did he usually come home?

2. Narrative and dialog:

   The teacher asked the students what they usually did on Saturdays. Moses told what they did.

   Teacher: What do you do on Saturdays?

   Moses : We usually go fishing with the old man.

   Teacher: Where do you go fishing?

   Moses : We usually fish inside the reef.

3. Pattern Practice:

   What do you do on Sundays? We usually ________.

4. Pronunciation Practice: Listen to the three words I say. Tell me which one does not have the /æ/ sound.

1	2	3
pat	pan	pond
cat	cot	can
bought	bat	back
hat	hot	hand
luck	lack	land
buck	black	back
sack	sand	sock
rack	rock	ran

5. Reading:

   Moses and Elias usually go fishing on Saturdays. They usually go with the old man. Usually they fish inside the reef. They usually go on a boat.

BOOK EIGHT, Unit VII

Lesson 2

6. Writing: Copy the paragraph below.

Moses and Elias _______ go fishing on Saturdays. They _______ go with the old man. _______ they fish inside the reef. They _______ go on a boat.

BOOK EIGHT, Unit VII

Lesson 3

A. Aim of Lesson: To teach the use of often.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Pronunciation Practice: Rhyme from Lesson 1. Recite chorally then have a few individuals recite.

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

   The boys go to visit the old man often. While they wait for him to return they often cook taro for him. They often eat supper with him. The old man often gives them fish to take home. On week-ends they often sleep at the old man's house.

   Teacher: How often do you go fishing?

   Elsin : At least once a week.

   Teacher: Do you often catch lots of fish?

   Elsin : Usually. We often sell the fish.

4. Pattern Practice:

How often do you go fishing?	Once a week.
go to church	Once a week.
take a bath	Every day.
brush your teeth	Three times a day.
comb your hair	Every morning.
go to school	Five times a week.
eat	Three times a day.
do your homework	Every day.

5. Reading:

   The boys go to visit the old man often. They often cook taro for him. They often eat supper with him. The old man often gives them fish to take home. On week-ends, they often sleep at the old man's house.

6. Writing: Copy the passage and fill in all the blanks with often.

   The boys go to visit the old man ________. They ________ cook taro for him. They ________ eat supper with him. The old man ________ gives them fish to take home. On week-ends, they ________ sleep at the old man's house.

Lesson 4

A. **Aim of Lesson:** To review the use of often and usually.

B. **Visual Aids Needed:** Pictures for narrative.

C. **Procedure:**

1. Present narrative and ask comprehension questions.

2. Narrative and Dialog:
   The old man usually came home by sunset. But one day he didn't come home until it was almost dark. He went fishing outside the reef.

   Moses: He isn't usually this late.

   Elias: He's not this late very often. But he usually fishes inside the reef.

   Moses: Yes. He has a long way to come today.

3. Pattern Practice:

a.

He isn't usually this late.	Usually he isn't this late.
Usually, we go to school at seven.	We usually go to school at seven.
We usually sleep eight hours.	Usually, we sleep eight hours.
etc.	

b.

They cook taro for him.	They often cook taro for him.
They catch many fish.	Often they catch many fish.
etc.	

4. Pronunciation Practice: Have other individuals recite the rhyme from Lesson 1.

5. Reading:
   The old man usually came home by sunset. The boys would usually help him pull up his boat and sell the fish.
   One day the old man was very late. He wasn't this late very often. The sun had set. It was almost dark. He had a big tuna. He didn't often catch tuna. He usually fished inside the reef.

6. Writing: Rewrite the passage. Change placement of usually where it appears in the sentences.

BOOK EIGHT, Unit VII

Lesson 5

A. Aim of Lesson: To review the use of always, sometimes, never, often, and usually.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Narrative: (Read the narrative to the children. Then read it line by line omitting the underlined words. Have children fill in with one of the words.)

   David always goes to school with Felipe. Felipe usually waits for David. Sometimes they go early to play volleyball before class. They are never absent from school. Often when it rains hard, they use taro leaves for umbrellas.

2. Divide children into five groups. Always, Never, Sometimes, Often and Usually. Let each child talk about something that he eats or drinks.

   I always eat rice.
   I never eat ice cream.
   etc.

3. Add usually, never, always, sometimes, or often to the following sentences.

often	1.	John forgets to do his homework.
always	2.	Father cleans his gun.
usually	3.	We go to church on Sunday.
never	4.	I go to the movies.
sometimes	5.	It gets dark, but it doesn't rain.
often	6.	I like to listen to grandfather's stories.
never	7.	Father scolds the baby.
always	8.	Ben plays tricks on us.
usually	9.	Joseph gets to school first.
sometimes	10.	I don't like to get up in the morning.

4. Have the children write ten sentences: two using always, two using often, two using usually, two using never, two using sometimes.

ACHIEVEMENT TEST: BOOK EIGHT, Unit VII

Test A

Structure to be tested: usually/ often

Items required: 1) Randomized list of students.
2) Two flashcards of usually and of often.

Instructions:

Tell the students that you are going to call on them individually. You will give one a sentence orally and then show him a flashcard of the word usually or the word often; he is to make a new sentence, with the test-word inserted.

Examples:

Teacher: (holds up usually)
I go to school in the afternoon.
Santos : I usually go to school in the afternoon.

Teacher: (holds up often)
Mother washes the clothes.
Jao : Mother often washes the clothes.

After you have gone through your randomized list once, you may want to re-test the class by just holding up the flashcards and having individuals make up their own sentences. This would be a more accurate way to see that their comprehension of these words is accurate.

Test-items:

1. I go fishing at night.
2. I go to Sunday School on Sundays.
3. I comb my hair in the morning.
4. I do my homework after dinner.
5. I go to school at 7:30.
6. Mother cleans the house.
7. Father cuts the firewood.
8. I help my mother cook dinner.
9. I help my father cut the grass.
10. My teacher helps us write.
11. My friend and I play together.
12. I go to cowboy movies.
13. I ride on a scooter.
14. My father buys us gum.
15. My mother sews us new clothes.

Scoring:

Each student can receive 1 point for making a correct sentence. If you test them twice, then each student can receive 2 possible points.

ACHIEVEMENT TEST: BOOK EIGHT, Unit VII

Test B

Structure to be tested: /æ/

Items required: Pencil, and paper numbered from 1-10 for each pupil.

Instructions:

Tell the students that you are going to say several sets of words of 3 words each. Two of the words will have the /æ/-sound and one will not. After labeling their papers in three columns, i.e., 1 - 2 - 3, tell them to mark or check the column or number of the word which does not have the /æ/-sound.

Example:

	1	2	3
Teacher:	pat	pan	pond
Student:	(marks #3)		
Teacher:	cat	cot	can
Student:	(marks #2)		

Test-items:

1. ham, fan, lick (3)
2. bat, bet, back (2)
3. head, lap, at (1)
4. map, take, crack (2)
5. had, lamb, us (3)
6. shell, shall, shack (1)
7. not, sand, ran (1)
8. black, brat, brain (3)
9. jack, joke, jam (2)
10. fat, fate, fact (2)

Scoring:

Each student can receive 10 possible points.

Listening Comprehension Narrative

Jonathan's oldest brother Kodaro was a senior at PICS. In two weeks he would graduate. Then he would go to the College of Guam to study.

Kodaro's Aunt Elizabeth and Uncle John wanted to give him a graduation gift. But they didn't know what to give him. So Aunt Elizabeth went to ask Kodaro's mother what they could give Kodaro.

"Well, we're giving him a wrist watch," his mother said. We're giving the watch to him so he won't be late for his classes.

"What can we give him?" Aunt Elizabeth asked. "Does he need a new pen?"

"His grandparents are giving him a pen and pencil set. They've already bought it," Kodaro's mother said.

"Then what can we give him? Aunt Elizabeth wondered.

"Why don't you give him a white shirt? He needs a white shirt. He could use it for graduation, too."

"That's an idea. We'll give him a new shirt. We'll give it to him before graduation. Then he can use it for graduation, too."

So Aunt Elizabeth and Uncle John bought Kodaro a white shirt. They gave it to him before graduation.

On graduation day Uncle John said, "Kodaro has been very helpful to us. We should give him something more."

"What else can we give him. His parents are giving him a wrist watch. Grandma and Grandpa are giving a pen and pencil set to him."

"I know," Uncle John said. "Let's give him $10.00. He will need some money when he goes to Guam."

"Don't give it to him now," Aunt Elizabeth said. "Give the money to him on the day he leaves. Otherwise he'll spend it all before he goes to Guam."

Structures taught peeviously: use of can

New for production: Give him a shirt.
We're giving Kodaro a shirt.
We're giving a shirt to Kodaro.

New for recognition: expressions of place

Suggested Comprehension Questions:

1. Who is Kodaro?
2. Where does he go to school?
3. Where would he go to study?
4. Who wanted to buy a gift for Kodaro?
5. What was Kodaro going to get for graduation gifts?

6. Why did Aunt Eliaabeth and Uncle John give Kodaro the shirt before graduation?
7. Was Kodaro good to Aunt Elizabeth and Uncle John?
8. Do you think Kodaro was a smart boy?
9. Why did Aunt Elizabeth not want to give Kodaro the $10.00 until the day he left?
10. Would you like to be like Kodaro?

BOOK EIGHT, Unit VIII

Lesson 1

A. Aim of Lesson: To teach the structure: We're giving him a watch.

B. Visual Aids Needed: Pictures for narrative and pronunciation rhyme.
Pictures or realia for Pattern Practice.

C. Procedure:

1. Song: "One Paddle, Two Paddles"

2. Present narrative and ask comprehension questions.

3. Rhyme for pronunciation: /tl/ (Choral recitation after teacher's model)

I have a little baby brother.
Sometimes he is such a bother--
He cries for his rattle,
He screams for his bottle,
And to bathe him is such a battle.

4. Narrative and Dialog:

Aunt Elizabeth and Uncle John didn't know what to give Kodaro. She went to ask Kodaro's mother what they could give him.

Aunt Elizabeth: What can we give him?

Mother : We're giving him a watch.

Aunt Elizabeth: Does he need a pen?

Mother : Grandma and Grandpa are giving him a pen.

5. Pattern Practice: (Cue with realia or pictures.)

We're giving him a watch.
Grandma and Grandpa radio
His parents shirt
His Aunt and Uncle book
They're pen
etc.

6. Reading:

Aunt Elizabeth and Uncle John wanted to buy Kodaro a graduation gift. They didn't know what to give Kodaro. His parents were giving him a watch. His grandparents were giving him a pen and pencil set.

7. Writing: Copy the paragraph. Fill in other words for watch and pen and pencil set.

BOOK EIGHT, Unit VIII

Lesson 2

A. Aim of Lesson: To teach the structure We're giving a watch to him.

B. Visual Aids Needed: Pictures for narrative and pronunciation rhyme.
Pictures or realia for Pattern Practice.

C. Procedure:

1. Song: "A Giant Fish"

2. Present narrative and ask comprehension questions.

3. Dialog variation from Lesson 1:

Aunt Elizabeth: What can we give him?

Mother : We're giving a watch to him.

Aunt Elizabeth: Does he need a pen?

Mother : Grandma and Grandpa are giving a pen to him.

4. Pronunciation Practice: /tl/ (Cue with pictures.)

Who's this?	It's little baby brother.
What's this?	It's a rattle.
What's this?	It's a bottle.
Who plays with the rattle?	Little baby brother plays with the rattle.
Who drinks from the bottle?	Little baby brother drinks from the bottle.
What does little baby brother do?	Little baby brother plays with the rattle and drinks from the bottle.

5. Pattern Practice: (Cue with pictures.)
We're giving a __watch__ to him.
They're
Mother and Dad pen
His cousins
His friends etc.

6. Reading:

Kodaro is a lucky boy. He is a good boy. Everyone likes him. His parents are giving a watch to him. His grandparents are giving a pen and pencil set to him. His aunt and uncle are giving a gift to him, too.

7. Writing: Copy the paragraph. Substitute other words for the underlined words.

BOOK EIGHT, Unit VIII

Lesson 3

A. Aim of Lesson: To teach the structure Give Kodaro a shirt.

B. Visual Aids Needed: Pictures for narrative and pronunciation rhyme.
Pictures or realia for Pattern Practice.

C. Procedure:

1. Song: "Pearly Shells"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Kodaro's mother said they were giving him a watch. His grandparents were giving a pen and pencil set to Kodaro.

Aunt Elizabeth: What can we give him?

Mother : Give him a white shirt. He needs one.

Aunt Elizabeth: That's an idea. He could use it for graduation, too.

4. Pronunciation Practice: (Display pictures to help memory.) Have individual students recite the rhyme from Lesson 1.

5. Pattern Practice:

Give him a white shirt.
transistor radio
pair of trousers
etc.

6. Reading:

Kodaro's mother told Aunt Elizabeth, "Give him a white shirt." So Aunt Elizabeth bought a white shirt for him.

Uncle John said, "Give him ten dollars, too. He will need some money when he goes to Guam."

7. Writing: Answer the following questions in complete sentences.

a. What did Kodaro's mother say?
b. What did Uncle John say?
c. What did Aunt Elizabeth do?
d. Where was Kodaro going?

Lesson 4

A. Aim of Lesson: To practice using the structures:
We're giving him a watch.
They're giving a pen to him.
Give him a shirt.

B. Visual Aids Needed: Pictures for narrative.
Pictures of animals and fruits to be displayed on bulletin board for pattern practice.

C. Procedure:

1. Listen to the following words. On a piece of paper write /dl/ or /tl/ whichever sound you hear in the word.

   cradle
   battle
   ladle
   handle
   kettle
   cattle
   settle
   saddle
   paddle
   little

   Listen again as the teacher says the words. Now repeat after her.

2. Present listening comprehension narrative and ask comprehension questions.

3. Dialog:

   Aunt Elizabeth: What can we give him?
   Mother : Give him a white shirt?
   Aunt Elizabeth: What are you giving him?
   Mother : We're giving him a watch. His grandparents are giving a pen and pencil set to him.

   (Do dialog as written here first. Then have students substitute their own items for underlined parts.)

Lesson 4

4. Pattern Practice: (Chain drills)

   a. Students are to use only fruits in the blank.

      What can I give her? Give her a ________.

   b. Students are to use only animals in the blank.

      What are you giving them? We're giving them a ________.

   c. Use only store bought items in the blank.

      What are you giving them? We're giving a ________ to them.

5. Reading:

   Damien and Merlise will be married on Saturday. My family is giving them some dishes. Our neighbors are giving some towels to them. Their parents are giving them some money.

6. Writing: Rewrite the paragraph. Fill in the blanks with food items.

BOOK EIGHT, Unit VIII

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Pronunciation Practice: Have individuals say rhyme from Lesson 1.

2. Present narrative and ask comprehension questions. See if any students can tell the story.

3. Situations for dialogs: Tell the students what the situation is. Have them make up their own dialogs. (You could break students up into groups and have them make up their dialog and then present it to the class.)

   a. The neighbors have a newborn baby. You want to give a gift to the baby. Carry on a conversation with your mother. Begin with, "What can I give the baby?"

   b. Your classmate, Dakio, is having a birthday party. You are talking with your friends about what you will give him. Begin with, "What are you giving Dakio?"

   c. Your friend is sick in the hospital with a broken leg. A group of you will go to visit him. You want to give him gifts to cheer him up. Begin with, "What can we give him?"

   d. Your favorite aunt will be married on Saturday. You and your brothers and sisters are discussing what you can buy for a wedding present. Begin with, "What can we give her?"

4. Reading:

   Carol, the American girl, is going home next month. Her friends wanted to give her gifts. They want the gifts to remind her of Ponape.

   "What are you giving Carol?" Melsiter asked her friends.

   "I'm giving her a turtle shell handbag," Estakio said.

   "I'm giving a seed necklace to her," Sinali said.

   "What can I give her?" Melsiter asked.

   "Give her a coconut shell pin," Lianter said. "She would like that."

5. Writing: Change Carol to Robert, an American boy. Rewrite the passage writing in gifts that would be suitable for a boy.

ACHIEVEMENT TEST: BOOK EIGHT, Unit VIII

Structures to be tested: We're giving him a watch.
We're giving a watch to him.
Give him a watch.

Items required:
1) Pencil, and paper numbered 1-10 for each pupil.
2) Write the example-sentences and test-item sentences on the board, but keep them covered, or write them on a large sheet of paper.

Instructions:

Tell the students that you are going to show them ten sentences. Each of these sentences has some words in two sets of parentheses; they are to decide which word or words are correct, and then cross out the incorrect word or words. Go over the sentences orally first.

Examples:

1. I gave (her) (to her) the present.
(Cross out to her.)

2. I gave a present (her) (to her).
(Cross out her.)

3. Give (her) (to her) the present.
(Cross out to her.)

Test-items:

1. Mother gave (me) (to me) some candy.
2. Mother gave some candy (me) (to me).
3. Give (me) (to me) some candy.
4. We're selling (them) (to them) a boat.
5. They will sing a song (us) (to us).
6. She sent (him) (to him) a letter.
7. We're selling a boat (them) (to them).
8. Sing (us) (to us) a song.
9. They sang (us) (to us) a song.
10. She sent a letter (him) (to him).

Scoring: Each student can receive 10 possible points.

BOOK EIGHT, Unit IX

Listening Comprehension Narrative

TONY THE TURTLE

Tony Turtle lived in a forest near the river. He was very old and very big. He knew all the animals and they all knew him. His best friend was Freddie Frog. Freddie lived on the bank of the river near Tony.

Tony liked to swim in the river water. He liked to sleep in the sun. But most of all, he liked to slide down a steep muddy bank. That was the only time he could move fast on land. Every day Tony would slide down the wet bank into the river.

One day Tony went for a slide. It was a very wet day. He slid very fast and somehow he flipped over on his back. He was on his back with his feet up in the air. Tony's shell was so heavy he could not turn over. He kicked and kicked and kicked his feet but he could not turn over.

Biddy Bird was flying around. He saw Tony. He tried to help but he was so little he couldn't turn Tony over. He flew away for help. He met Rascal Rat.

"I just saw Tony Turtle. He's flat on his back. Please come to help him. He can't get up." Biddy Bird flew back to the wet bank. Rascal Rat ran after him as fast as he could. Biddy Bird and Rascal Rat tried to turn Tony over but both of them were too small. They had to get more help.

They met Porky Pig. "We just saw Tony Turtle," Rascal said. "He's flat on his back. He can't get up. Please come to help him." Biddy flew back to the wet bank. Rascal and Porky ran after him as fast as they could. But all three of them could not turn Tony Turtle over. So they went for more help.

They met Georgie Goat. "We just saw Tony Turtle," said Porky. "he's flat on his back and he can't get up. Please come to help him." Biddy flew back to the wet bank. Rascal and Porky and Georgie ran after him as fast as they could. But all of them together could not turn Tony Turtle over.

Suddenly all the animals heard a laugh. It was Freddie Frog, Tony Turtle's best friend. He was watching them trying to turn Tony over and laughing.

"What are you laughing about?" the other animals asked.

"I'm laughing at all of you," Freddie said. "Why are you struggling so?"

"We're trying to turn Tony over. If you think it's so funny, you tell us how to do it."

"I will," said Freddie. "Just pull him down to the river. When he falls in, he'll turn over."

And that is what the animals did and sure enough, Tony Turtle went splash into the river and turned right over.

BOOK EIGHT, Unit IX

Structures previously taught: past tense of regular verbs

New for production: irregular verbs flew, ran, saw

New for recognition: irregular verbs met, knew
as fast as

Suggested Comprehension Questions:

1. Tony Turtle was very young, wasn't he?
2. What did Tony like to do most of all? Why?
3. What happened to Tony one very wet day?
4. Why couldn't Tony turn over by himself?
5. Who saw him first with his feet up in the air?
6. Could the bird turn Tony over?
7. What other animals came to help Tony?
8. Did Tony's best friend come to help?
9. Who was the smartest of all the animals in the story?
10. How did they finally turn Tony over?

BOOK EIGHT, Unit IX

Lesson 1

A. Aim of Lesson: To teach the use of the irregular verb fly.

B. Preparation Needed: Practice narrative with pictures.
Learn new song.
Practice dialog and pattern practice.

C. Procedure:

1. Song: "Mockingbird Hill" (Watch pronunciation of /r/ and /r/ clusters)

When the sun in the morning creeps over the hill
And kisses the roses on my window sill,
Then my heart fills with gladness
When I hear the trill
Of the birds in the tree tops on Mockingbird Hill.

Tra-la-la, tweedle-dee-dee
It gives me a thrill
To wake up in the morning to the mockingbird trill.
Tra-la-la, tweedle-dee-dee
There's peace and goodwill.
You're welcome as the flowers
On Mockingbird Hill.

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

Biddy Bird was flying around when he saw Tony Turtle. Biddy tried to help Tony but he couldn't turn Tony over. Biddy flew for help. He met Rascal Rat.

Biddy : Rascal! Am I glad to see you!
I flew all the way from the wet bank.

Rascal: What's wrong?

Biddy : Tony needs some help. Can you come?

Rascal: Of course.

Biddy : I'll fly back. You come after me.

a. What was Biddy doing when he saw Tony Turtle?
b. What did Biddy try to do?
c. Could he turn Tony over?

BOOK EIGHT, Unit IX

Lesson 1

d. What did Biddy do next?
e. Who did he meet?
f. Where did they go?

4. Teach the dialog.

5. Pattern Practice:

I flew all the way from the wet bank.

The bird
The airplane
The mosquitoes
The ducks
The pigeons

Saipan
Majuro
Palau
Yap
Guam
Truk

6. Reading:

Biddy is a bird. He can fly. He was flying around when he saw Tony Turtle. He couldn't help Tony. He was too little. So he flew away for help.

a. Is Biddy a bird?
b. Can he fly?
c. Who did he see when he was flying around one day?
d. Why couldn't Biddy help Tony?
e. What did he do?

7. Writing: Fill in the blanks. Look at the reading selection if you cannot remember.

a. Biddy is a ________.
b. Tony is a _________.
c. Biddy is very ________.
d. He's too ________ to help Tony.
e. Biddy ________ away for more help.

BOOK EIGHT, Unit IX

Lesson 2

A. Aim of Lesson: To review the use of the irregular verb fly.
To teach the use of the irregular verb ran.

B. Preparation Needed: Pictures for narrative.
Practice on dialog and pattern practice.

C. Procedure:

1. Sing: "Mockingbird Hill"

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

Biddy and Rascal both could not turn Tony over. They had to get more help. They met Porky Pig.

Rascal: Oh Porky, you must help us.
I ran all the way from the wet bank.
Biddy : I flew all the way. Tony needs help. Can you come?
Porky : Of course.
Biddy : I'll fly back.
Rascal: We'll run back.

a. Could Biddy and Rascal turn Tony over?
b. What did they do?
c. Who did they meet?
d. How did Biddy go back to the wet bank?
e. How did Rascal go back to the wet bank?

4. Teach the dialog.

5. Pattern Practice:

I ran all the way from the wet bank.

Rascal	from home
John	to school
Sepe	to the dock
Elsin	to the hospital
Elias	to the store

etc.

BOOK EIGHT, Unit IX

Lesson 2

6. **Reading:**

   Rascal is a rat. He can't fly. He can run. Rascal and Biddy went for help. Biddy flew for help. Rascal ran for help.

7. **Writing:**

   a. Rascal is a ________. He can't ________.

   b. Biddy is a ________. He can ________.

   c. Biddy and Rascal went for ________.

   d. Rascal ________ for help.

   e. Biddy ________ for help.

BOOK EIGHT, Unit IX

Lesson 3

A. Aim of Lesson: To teach the use of the irregular verb saw.

B. Preparation Needed: Pictures for narrative.
Practice dialog and pattern practice.
Pictures for pattern practice.

C. Procedure:

1. Sing: "Mockingbird Hill"

2. Present narrative and ask comprehension questions.

3. Narrative and dialog:

Biddy, Rascal and Porky could not turn Tony over. They needed more help. They met Georgie Goat.

Biddy : Oh Georgie, you must help us.

Tony Turtle needs some help.

Rascal: I saw him flat on his back.

Porky : I saw him kicking his feet in the air.

Biddy : I saw him kick and kick and kick.

Can you help us turn him over?

a. Did Biddy, Rascal and Porky turn Tony over?
b. What did they do?
c. Who did they meet?
d. How did Biddy go for help?
e. How did Rascal and Porky go for help?

4. Teach the dialog.

5. Pattern Practice: (Cue with action pictures.)

I saw him flat on his back.
kicking his feet in the air
sleeping
eating
walking
running
cutting grass
erasing the blackboard
etc.

Lesson 3

6. **Reading:**

   Rascal saw Tony flat on his back. Biddy and Porky saw him kicking his feet in the air. They could not turn Tony over. They needed more help.

7. **Writing:** Answer the questions with full sentences.

   a. Did Biddy see Tony?
   b. Did Rascal see Tony?
   c. Did Porky see Tony?
   d. Could they turn Tony over?
   e. What did they need?

BOOK EIGHT, Unit IX

Lesson 4

A. Aim of Lesson: To review the irregular verbs fly, ran and saw.

B. Preparation Needed: Pictures for narrative.
Practice dialog and pattern practice.

C. Procedure:

1. Sing: "Mockingbird Hill"

2. Present listening comprehension narrative and ask comprehension questions.

3. Narrative and dialog:

Georgie could not believe that Tony was flat on his back.

Georgie: Who saw Tony? Did you see him?
Biddy : We all saw him. We saw him flat on his back.
He was kicking his feet in the air.
Georgie: Are you sure you saw him?
Porky : Yes. We're sure we saw him.
Biddy : That's why I flew for help.
Rascal : That's why we ran for help.

4. Teach the dialog.

5. Pattern Practice:

	½ class	½ class
a.	We saw him.	Did you see him?
	Biddy saw him.	Did Biddy see him?
	Rascal saw him.	Did Rascal see him?
	Porky saw him.	Did Porky see him?
	They all saw him.	Did they all see him?
	I saw him.	Did I see him?
	We saw him.	Did we see him?

etc.

Lesson 4

5. (continued)

b.	Biddy flew for help	Did Biddy fly for help?
	The bird flew for help.	Did the bird fly for help?
	The airplane flew for help.	Did the airplane fly for help?
	The fly flew for help.	Did the fly fly for help?
	The mosquito flew for help.	Did the mosquite fly for help?
	Batman flew for help.	Did batman fly for help?
c.	Porky ran for help.	Did Porky run for help?
	Rascal ran for help.	Did Rascal run for help?
	The boy ran for help.	Did the boy run for help?
	Mr. David ran for help.	Did Mr. David run for help?
	The girls ran for help.	Did the girls run for help?

6. Reading:

Georgie asked, "Who saw Tony?"

"We all saw him," Rascal answered. "I saw him flat on his back," said Rascal. "I saw him kicking his feet in the air," said Porky. "I saw him kick and kick and kick," said Biddy.

7. Writing: Fill in the blanks.

a. Who _______ Tony Turtle?

b. Biddy ________ him.

c. Porky and Rascal ________ him, too.

d. Biddy ________ him flat on his back.

e. Porky and Rascal ________ him kicking his feet in the air.

BOOK EIGHT, Unit IX

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Preparation Needed: Pictures for dialog.

C. Procedure:

1. Sing: "Mockingbird Hill"
2. Present listening comprehension narrative and ask comprehension questions.
3. Dramatize the narrative. Teacher acts as narrator and selects various pupils to take the parts of Tony, Biddy, Rascal, Porky, Georgie and Freddie.
4. Review dialog from Lesson 4.
5. Repeat pattern practice from Lesson 4.
6. Reading:

   Biddy saw Tony flat on his back. He flew for help. Rascal saw Tony flat on his back. He ran for help. Porky saw Tony flat on his back. He ran for help, too.

   Biddy flew back to the wet bank. Georgie ran to the wet bank with Porky and Rascal. He saw Tony flat on his back.

7. Writing: Answer the questions with full sentences.

   a. Who saw Tony on his back?
   b. Who flew for help?
   c. Who ran for help?
   d. Who ran to the wet bank with Rascal and Porky?
   e. Who flew back to the wet bank?

ACHIEVEMENT TEST: BOOK EIGHT, Unit IX

Test A

Structure to be tested: irregular verbs flew, ran, saw

Items required:
1) Randomized list of students.
2) List of words on the board: flew, ran, saw

Instructions:

Tell the children that this is to see how well they know the words flew, ran, and saw. Tell them you will call on someone and ask him a question. He is to answer with a sentence using one of the words from the board.

For example:

Teacher: What did you see on the way to school, John?
John : I saw ________.

Teacher: Where did you run to after school, Lela?
Lela : I ran to ________.

Any answer that is credible is acceptable.

Listen carefully to see whether or not the child uses the correct past tense form of the word indicated.

Scoring:

Give each student 1 point for correct use of the verb.

Test-items:

		Answers
1.	Who did you see last night?	(saw)
2.	Where did the bird fly?	(flew)
3.	Where did the girl run?	(ran)
4.	When did the SA-16 fly here last?	(flew)
5.	What did the children see?	(saw)
6.	When did the dog run away?	(ran)
7.	When did the Distad (kepina) fly to Saipan?	(flew)
8.	What did you see in the book?	(saw)
9.	Did some men run on Micronesia Day?	(ran)
10.	When did you see your mother last?	(saw)

ACHIEVEMENT TEST: BOOK EIGHT, Unit IX

Test B

Structure to be tested: /r/ and /r/-clusters

Items required:
1) Randomized list of students.
2) Flashcards of these words: free, bring, drop, tree, grow, pray, run, rat, fire, her, carry, three.

Instructions:

Acquaint the class with the words listed above by going through them several times.

Tell the students you are going to call on them one-by-one, and will show them a word. That student is to pronounce the word you hold up.

Note: Listen carefully to make sure they:

a) do not roll or trill the /r/, (as often heard in Spanish), and

b) do not stretch the cluster by adding /ə/.

əFor example:

rose should be [roz] , not [r̃oz]

trill should be [trIl] , not [tər̃Il]

three should be [θri] , not [θr̃i] nor [θər̃i]

Scoring:

Give 1 point for each correct pronunciation.

BOOK EIGHT, Unit X

Listening Comprehension Narrative

ARUWO'S SPEAR

Once there lived on Ponape a young boy named Aruwo. He lived with his mother and grandfather near the ocean. Every day he would take his spear and go fishing off the reef. His spear was a very special spear. It had been his father's and his grandfather's before that. It had been used for many many years.

Every day Aruwo caught lots of fish. Every day he shared what he caught with his relatives and friends.

One morning, when Aruwo was ready to go fishing, he couldn't find his spear. "Where did I leave it?" he asked himself. "I must find it. I can't catch any fish without it."

He asked his mother, "Have you seen my spear?"

"No, I haven't," she said. "Where did you leave it?"

"I left it here on the shelf inside the door," he said. "But it's not here."

"Look outside the door," mother said.

"It's not there either," said Aruwo. He looked all over the house. He looked under the mats and on the shelves. He looked in all the rooms. He looked outside on the porch and under the house. But he couldn't find his spear anywhere.

He looked under the big tree. He looked in the cook house. His spear was nowhere to be found.

Then over by the mango tree near the cook house he saw a group of people gathered around his grandfather. Grandfather had the spear in his hand. He was telling the people how he had made the spear when he was a little boy like Aruwo. He told them that the wood was a special kind that the fish like and that was why Aruwo could catch so many fish every day.

Structures taught previously: in, on, under

New for production: Where ...?
expressions of place
substitutes for here and there

New for recognition: Have you seen my spear?

Suggested comprehension questions?

1. Where did Aruwo live?
2. Did he live near mountains or near the ocean?
3. Where did he leave his spear?
4. Where did he look for his spear?
5. Where was his grandfather?
6. What was his grandfather doing?
7. Was Aruwo's spear a new one?

BOOK EIGHT, Unit X

Lesson 1

A. Aim of Lesson: Review in, on, under.

B. Preparation Needed: Practice narrative with pictures.
Practice rhyme for pronunciation.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Rhyme for Pronunciation /ae/

The cat was after the rat,
The rat hid under the hat.
The cat saw his tail,
And pounced on the hat,
And caught the rat in the hat.

3. Narrative:

Aruwo left his spear on the shelf. But the next morning it wasn't there. He looked all over for it. He looked under the mats, on the shelves, in the rooms, and in the cookhouse. He even looked under the house.

a. Where did Aruwo look for his spear?

4. Song: "Open, Shut Them"

Open, shut them.
Open, shut them.
Give a little clap.
Open, shut them.
Open, shut them.
Put them on your head.

in your desks
under your chairs
on your desks
in your lap
under your desks

5. Let's suppose that you lost your umbrella in this room. Where would you look for it?
Students should respond: in the closet, under the desks, on the table, etc.

6. Play "Simon Says" giving commands of in, on and under.

Lesson 1

7. Reading:

I'm sitting on my chair. My hands are on the desk. My feet are on the floor. My books are in my desk. My umbrella is under my chair.

8. Writing: Give short answers to the following questions.

a. Where am I sitting?
b. Where are my hands?
c. Where are my books?
d. Where's my umbrella?

BOOK EIGHT, Unit X

Lesson 2

A. Aim of Lesson: To teach : Where is it? inside, outside
To review: in, on, under

B. Preparation Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask comprehension questions.

2. Practice pronunciation rhyme from Lesson 1.

3. Narrative:

   Aruwo looked for his spear inside the house. He looked on the shelves. He looked in all the rooms. He looked under the mats. He couldn't find his spear inside the house.

   He looked outside the house. He looked on the porch and under the house. He looked under the big tree and in the cook house.

   a. Where did Aruwo look for his spear inside the house?
   b. Where did he look for his spear outside the house?

4. We're going to play "Hide and Seek". One of you will be IT. The others will put down their heads. IT will hide an object. IT will say "I hid the ________." Then everyone will ask IT where IT hid the object. We will ask, "Where did you hide it? Is it inside or outside the room?" "Is it in the desk?" "Is it under the table?" "Is it in the closet?" etc. The one who guesses correctly becomes IT.

5. Reading: Same as narrative, #3.

6. Writing: Answer in full sentences.

   a. Did Aruwo look inside or outside the house for his spear?
   b. Did he look under the shelves?
   c. Did he look on the mats?
   d. Did he look on the house?
   e. Did he look under the porch?

BOOK EIGHT, Unit X

Lesson 3

A. Aim of Lesson: To teach: Where did you leave it? here, there

B. Preparation Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Sing: "Open, Shut Them"

3. Practice pronunciation rhyme from Lesson 1.

4. Narrative and Dialog:

Aruwo couldn't find his spear. He asked his mother if she hadn't seen it.

Mother: Where did you leave it?

Aruwo : Here on the shelf, inside the door.

Mother: Look outside on the porch.

Aruwo : I did. It's not there on the porch.

5. Pattern Practice:

a.

½ class	½ class
It's here on the desk.	Is it there on the desk?
It's there on the shelf.	Is it here on the shelf?
It's there under the table.	Is it here under the table?
It's here in my pocket.	Is it there in your pocket?

etc.

b. Place various objects on, in and under other objects. Call on individuals to ask and others to answer questions.

Cue	1	2
wastebasket	Where's the wastebasket?	It's outside the door.
eraser	Where's the eraser?	It's on the chalk tray.
pencil sharpener	Where's the pencil sharpener?	It's on the wall.

etc.

6. Reading:

The crayons are in the boxes. The boxes are on the table. The paper is in the closet. The rulers are in the box under the table.

7. Writing: Copy the following questions and answer them.
   a. Where are the crayons?
   b. Where are the rulers?
   c. Where's the paper?

BOOK EIGHT, Unit X

Lesson 4

A. **Aim of Lesson:** To teach: near the cookhouse, by the mango tree

B. **Preparation Needed:** Pictures for narrative.

C. **Procedure:**

1. Present listening comprehension narrative and ask comprehension questions.

2. Sing: "Open, Shut Them"

3. Practice Pronunciation rhyme from Lesson 1.

4. Narrative and Dialog:

   Aruwo saw his spear in his grandfather's hands. He came back into the house to tell his mother.

   Aruwo : I found the spear.

   Mother: Where was it?

   Aruwo : Grandfather has it.
   He's over by the mango tree near the cookhouse.

   Mother: There must be many people around him.

5. Pattern Practice:

   a. Have various students standing by the window, door, wastebasket, etc. Children tell where the various students are.

   Grandfather is by the mango tree.
   window
   door
   teacher's desk
   closet
   wastebasket
   pencil sharpener

   b. Teacher gives one word cue. Student tells what that thing is near.

   The mango tree is near the cookhouse.
   closet bulletin board
   crayons teacher's desk
   brooms wastebasket etc.

BOOK EIGHT, Unit X

Lesson 4

6. **Reading:** Make an experience chart about objects in the classroom and tell what they are near or by.

7. **Writing:** Give five objects in the classroom and have children write what they are near or by.

BOOK EIGHT, Unit X

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Preparation Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Practice rhyme for pronunciation, Lesson 1.

3. Play "Hide and Seek," as in Lesson 2.

4. Pattern Practice:

   a. Use the word by. Make a sentence using the cue word.

Cue	
my desk	My desk is by the door.
the wastebasket	The wastebasket is by your desk.
etc.	

   b. Use the word near.
   c. Use the word in, on or under.
   d. Use the word outside or inside.

5. Reading:

Elias liked to [illegible] his dog inside the house. His mother wanted the dog outside. When he came inside he would sit on the chair, sleep under the table or get in the bed. Mother told Elias to keep his dog by the cookhouse near the stream.

6. Writing: Fill in the blanks.

   a. Elias wanted his dog ________ the house.

   b. His mother wanted the dog ________.

   c. The dog would sit ________ the chair.

   d. He would sleep ________ the table.

   e. He would get ________ the bed.

   f. Mother told Elias to keep his dog ________ the cookhouse

   ________ the stream.

ACHIEVEMENT TEST: BOOK EIGHT, Unit X

Structures to be tested: inside/outside; here/there; near/by

Items required:
1) List the above words on the board off to the side.
2) Write these example sentences on the board:
   a) It's ________ the classroom.
   b) Yes, I live ________ on Ponape.
3) Write the 10 test-item sentences (listed below) on the board or on a large sheet of paper.

Instructions:

Tell the class that starting with sentence #1, you are going to ask them a question, and they are to answer by filling in the blank of the answer-statement using one of the words from the list.

Show them by using the example sentences from above.

For example:

Teacher asks : Where is the teacher's (my) desk?
Written on board : It's ________ the classroom.
Class should write: inside

Teacher asks : Do you live on the island of Ponape?
Written on board : Yes, I live ________ on Ponape.
Class should write: here

When they comprehend what you want, begin the test, using the test-items listed below:

Test-items:

(Underlined part is to be written on board):

	Ask	Preferred Answer
1.	Where are the trees?	They're (outside;near) the classroom.
2.	Where is the 5th grade? (substitute the grade number you're testing)	We're (inside) the school.
3.	Where is your pencil?	It's (here) in my hand.
4.	Where is the chalkboard?	It's (there) on the wall.
5.	Where is the playground?	It's (near; by; outside) the school.
6.	Where does your friend sit?	My friend sits (near; by) me.

7.	Where is it raining?	It's raining (outside) the school.
8.	Where is your paper?	It's (here) on my desk.
9.	Where is your teacher? or, Where am I?	She's (he's; you're) standing (by; near) the windows.
10.	Where is the flower?	It's (there) on the table.